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# EVALUATION OF THE JAN SHIKSHAN SANSTHANS OF CUTTACK AND VIJAYWADA

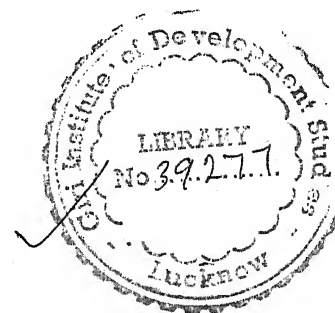
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## PREFACE

The Central Government initiated a scheme in 1967 called Shramik Vidyapeeth to target the uneducated and unskilled individuals who migrate to cities and towns to seek gainful employment. These Shramik Vidyapeeths were to provide vocational training to the target group in various areas keeping in mind local requirements. Since the literacy scenario underwent a change as a consequence of the success of the Total Literacy Campaign and a large number of neo-literates emerged, the government decided to cover them as well under the scheme. Thus, in April 2000, the scheme was re-named as Jan Shikshan Sansthan. While the Shramik Vidyapeeth was operational only in urban areas the Jan Shikshan Sansthan covers the entire district.

The Directorate of Adult Education, Ministry of Human Resource Development, New Delhi, ordered the evaluation of these Jan Shikshan Sansthans on the basis of work done by them between 1996-97 and 2000-2001 and the Giri Institute of Development Studies, Lucknow, undertook the evaluation of JSS, Cuttack (Orissa) and Vijaywada (Andhra Pradesh). The findings of the study have revealed that both the JSS have well qualified staff and while Vijaywada had been conducting large number of courses over the five year period even Cuttack stepped up its activities during 2000-2001. Moreover, both the JSS have given due attention to keeping adequate representation to the target group such as women, socially and economically deprived. The vocational training conducted cover a variety of courses and their duration varies from only a few days to upto one year. As a result of these courses and activities, a large number of beneficiaries have gained over the years by providing their skills and by becoming either self-employed or taking up a paid job. Even those who are not employed have been utilizing their enhanced skills both for their own benefits as well as for those who are in contact with them.

The study was made possible as a result of the grant-in-aid provided by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi and so we wish to record our thanks to them. There are others also whom we wish to thank for their co-operation in the conduct of the study. First of all we wish to express our gratitude to the Directors and the staff of both JSS Cuttack and JSS Vijaywada for their wholehearted co-operation. They provided all possible information of the past five years as was found necessary for the conduct of the study. We are very thankful to our Director for providing all the assistance in the conduct of the study. The field work was handled by Miss Anupama Nanda and Mr. V. Kishore Babu in Cuttack and Vijaywada respectively and the work of coding and tabulation was done efficiently by Shri Dinesh Chandra and Shri Ram Karan Singh. Last, but not the least, we wish to record our appreciation to Shri Manoharan, K. for handling the word processing of the draft and final report.

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## CHAPTER I

### BACKGROUND OF THE SCHEME AND ITS DEVELOPMENT

#### General Introduction

It is generally observed that rapid industrialization causes a number of socio-economic problems. Industrialization attracts a large number of migrants from the neighbouring areas. These migrants flock to the industrial area in search of gainful employment and a better life. However, only a lucky few are successful in doing so and as a result they are forced to live in extremely adverse conditions in slums, on pavements, settlement colonies or labour colonies. This group is generally illiterate as well as unskilled and so are unable to reap the advantages of urban prosperity. Unemployment, lack of adequate skills and poverty are some of the common problems, which our society is faced with. Even those who do manage to get employment usually get stuck in low paid jobs and find it difficult to make both ends meet. It is, therefore, extremely important to improve their educational levels, skills and work efficiency in order to improve their capabilities to be able to adapt to the new technology and socio-economic changes taking place in the society.

In order to tackle this problem the Central Government launched a scheme in collaboration with the UNESCO and it was named Shramik Vidyapeeth. The main purpose behind initiating the scheme was to target the uneducated and unskilled migrant population coming from rural areas and setting down in cities and towns in the hope of getting some gainful employment. The first Shramik Vidyapeeth was started in Worli, Mumbai as early as in 1967. As years passed by the scheme was introduced in other cities all over the country. By the year 1986 the number of Shramik Vidyapeeths had risen to



40. By the end of the Eighth Five Year Plan (1996-97) there were 58 Shramik Vidyapeeths and the number remained constant till 1999-2000. Presently there are 93 Jan Shikshan Sansthan. During the meeting of the Directors of Jan Shikshan Sansthan in February 2000 it was announced that by the end of the Ninth Year Plan 108 Jan Shikshan Sansthan have been planned.

By virtue of the good work carried out by these Shramik Vidyapeeths they became popular and sought after institutions and their main task was to organize need based vocational training courses keeping in mind the target group. Till 1999-2000 the Shramik Vidyapeeths were confined to urban/semi-urban areas. However, with changing literacy scenario a large number of neo-literates have emerged as a result of the nation-wide Total Literacy Campaign. These neo-literates have to be covered under continuing education and the activities of the Shramik Vidyapeeths are proposed to be enlarged to provide academic and technical resource support to the Zilla Saksharta Samities in taking up vocational and skill development programmes as well as organizing equivalency programmes. In order to facilitate the playing of this new role better the name Shramik Vidyapeeth was changed in April 2000 and these institutions are now called Jan Shikshan Sansthan (Institute of Peoples Education). Thus, the name was changed because the area of operation shifted from being confined to urban areas and now the entire district is covered including rural areas. Thus, the Jan Shikshan Sansthan represent a unique innovative institutional framework for offering non-formal and continuing adult education programmes mainly in urban and industrial areas. One of the objectives of the programme is to cater to the polyvalent learning requirements of those who belong to the socially, economically as well as educationally deprived sections of the society. The Jan Shikshan Sansthan conduct specially designed courses keeping into considerations the needs of the people in order to improve their learning as well as literacy skills along with vocational

and technical skills so that they can seek employment or self-employment. If this objective of the Jan Shikshan Sansthan is achieved it facilitates in contributing towards their income, upgrades their educational level and their overall level of awareness. To put it in a nut shell the Jan Shikshan Sansthan can positively contribute towards bringing about changes in the quality of life and well being.

One area in which the Jan Shikshan Sansthan are quite different from other organizations is the fact that they conduct their programmes in close co-ordination with various other government and non-governmental departments and agencies. However, such co-ordination does not in any way mean that they are either commercializing their activities or shifting their responsibilities to those organizations with whom they collaborate. The aim of the Jan Shikshan Sansthan is to avail facilities both physical and financial, wherever possible, for the benefit of their target groups. Consequently, it is observed that the Jan Shikshan Sansthans have been successful in establishing a perfect rapport with a number of agencies and programmes are being run very effectively under this arrangement.

The Directorate of Adult Education under the Ministry of Human Resource Development, New Delhi provides grant-in-aid to the Jan Shikshan Sansthans on a year-to-year basis. Over the years the amount of grant has been enhanced by the Ministry. Between 1988-89 to 1992-93 the Shramik Vidyapeeth was getting a grant of around Rs.3.5 lakhs per annum. During 1993-94 the grant was raised to Rs.8.0 lakhs. Between 1994-95 and 1999-2000 the grant-in-aid was Rs.12.30 lakhs per annum. Once the name of Shramik Vidyapeeth was changed to Jan Shikshan Sansthan and its area of operation was considerably increased the Central Government also revised their annual grants. The Jan Shikshan Sansthans have been divided into three categories. All the JSS which are located in metropolitan centres are in Category A. Those which have just been sanctioned

fall in Category C while the rest of the JSS are in Category B. The recurring grant sanctioned for each of these categories of Jan Shikshan Sansthan is as follows:

(Rs. in Lakhs)			
Item of Expenditure	Category A	Category B	Category C
Emoluments	16.00	15.00	13.00
Honorarium	8.00	5.00	5.00
Office Expenditure	5.00	5.00	4.00
Teaching and Learning Material	6.00	5.00	3.00
<b>Total</b>	<b>35.00</b>	<b>30.00</b>	<b>25.00</b>

Besides the recurring grant which has been sanctioned by the Ministry, it is also providing non-recurring grant to all the newly formed Jan Shikshan Sansthan to the tune of Rs.15.00 lakhs for specific purposes mentioned below.

(i) Vehicle	Rs. 4.00 lakhs
(ii) Computer with Printer	Rs. 3.00 lakhs
(iii) Audio-visual Equipment	Rs. 1.00 lakh
(iv) Photocopier	Rs. 1.50 lakhs
(v) Fax Machine	Rs. 0.25 lakh
(vi) Course related Materials/Equipment	Rs. 5.00 lakhs
(vii) Miscellaneous Expenses	Rs. 0.25 lakh
<b>Total</b>	<b>Rs.15.00 lakhs</b>

In addition to this the Jan Shikshan Sansthan will also be entitled to a one-time grant of Rs.20.00 lakhs for the construction of their building. Even the old established Jan Shikshan Sansthan have been promised these two non-recurring grants of Rs.15.00 and Rs.20.00 lakhs respectively.

The recurring grant-in-aid is provided by the Ministry in three instalments. Before the commencement of the new financial year each Jan Shikshan Sansthan has to prepare a

comprehensive "Action Plan" indicating the various programmes, which would be undertaken during the course of the year along with detailed budget.

The Jan Shikshan Sansthan are expected to identify the appropriate target groups by developing socio-economic profiles of the people in different areas. They are also expected to procure a list of the neo-literates from the Zilla Saksharta Samitis and ensure that at least 25 per cent of their beneficiaries have to be these neo-literates. For these target groups suitable educational and vocational programmes have to be chalked out and organized keeping in view their needs. They are also expected to co-operate with educational, social and cultural organizations in achieving their objectives. Along with the neo-literates the beneficiaries are people from the deprived section such as women and girls and unemployed youth. All these beneficiaries have to be provided new skills or their existing skills have to be upgraded and this will lead to employment, self-employment and income generation.

The affairs of the Jan Shikshan Sansthan are managed by the Board of Management. The Board has to be duly approved by the Ministry. The Board constitutes of a Chairman, a Vice-Chairman, some Members nominated by the Central Ministry, some representatives of the State Government and a few elected members. The Board generally has a strength of 12 members. The Director of the Jan Shikshan Sansthan is the Member-Secretary. The Board of Management meets twice each year and the Minutes of the meetings have to be properly recorded and maintained. A minimum of six members is needed to complete a quorum.

The Jan Shikshan Sansthan is headed by a Director and he/she has a team of colleagues which constitute of Programme Officers and Assistant Programme Officers. These Officers plan, formulate, implement and monitor the various courses and activities,

which are organized by the Sansthan every year. Besides these employees the others form the office staff. On an average, a Jan Shikshan Sansthan has around 13-15 employees.

Since each Jan Shikshan Sansthan usually have 3 to 4 Programme or Assistant Programme Officers, they have to incorporate the services of competent and experienced resource persons and instructors, who are specialists in their respective field. Their services are required in designing curriculum, preparing materials and giving practical demonstration as well as teaching the theoretical aspects of various courses. They are paid an honorarium and are engaged on a part-time basis.

Numerous vocational training programmes are conducted by the Jan Shikshan Sansthan and the duration of each programme varies depending on the type of course and its requirements. For example, some courses may be of only one or two day duration such as papad and badi making, making pickle, manufacturing phenyl, candles or detergent powder, etc. On the other hand, there are the technical courses such as computer application, Radio and TV repair, repair of electrical appliances, Air Conditioner and Refrigerator repair and tailoring, etc. whose duration may range between six months to one year. Such technical courses involve theory as well as practical work. The Jan Shikshan Sansthans have kept a minimum educational qualification for these technical courses. The Ministry has also granted freedom to these institutions to charge a suitable fee from the trainees in order to meet the cost of running these courses. The fees differ according to the duration and requirements of each course. The same Jan Shikshan Sansthan also maintains a difference in the fees for the same course which it is running internally and that which is being conducted in the rural centres. In fact, even in the case of internal courses it is not uncommon to find that fees charged from the very poor strata are much lower than that charged from normal trainees. It is, therefore, quite obvious that rates charged for imparting courses are likely to be different between any two Jan

Shikshan Sansthans as well. The trainees are given proper training through out the duration of the course and then their achievement is judged through a proper examination. In the technical courses the trainees have to give a theory test as well as undergo a practical examination. Those who are declared successful are given certificates by the Jan Shikshan Sansthan to certify that they have passed and acquired sufficient skills in a given vocation.

In 1993 the Tata Institute of Social Sciences, Mumbai was entrusted the task of evaluating the Shramik Vidyapeeths. By then the first Shramik Vidyapeeth had become 25 years old and so the scheme had completed its Silver Jubilee. The evaluation covered all the existing 37 Shramik Vidyapeeths. The evaluation observed that the skill enhancing courses of the Shramik Vidyapeeths aim at enabling the beneficiaries to become self-employed and that these institutions do possess the capacity of enhancing the skills of beneficiaries. The Shramik Vidyapeeths were either autonomous, non-autonomous, and semi-autonomous. The report felt that the organizational structure made no difference on the scheme of Shramik Vidyapeeths. What was important was that they should be fully committed to the deprived sections of the society and should aim organizing suitable programmes of polyvalent education. If this work is being done by them then the government should continue to provide financial assistance to the Shramik Vidyapeeths.

### **The Present Study**

The Directorate of Adult Education decided to conduct another evaluation of the Jan Shikshan Sansthans for a period of five years starting from 1996-97. The Giri Institute of Development Studies, Lucknow was asked to carry out the evaluation of the two Jan Shikshan Sansthans of Cuttack (Orissa) and Vijaywada (Andhra Pradesh) respectively. The general objective of the evaluation of the Jan Shikshan Sansthan would



be to ascertain the extent to which these institutions have achieved its objectives and to identify those factors, which have affected their performance or achievement. There are four specific objectives of the evaluation are as follows:

1. The first objective relates to various aspects of inputs which include both human and non-human inputs:

- (i) Human input includes aspects related to the staff of the Jan Shikshan Sansthan, teachers conducting the courses and the beneficiaries who participate in the various courses and activities;
- (ii) Non-human inputs include evaluation of funds available and the infrastructure facilities at the disposal of the Jan Shikshan Sansthans.

2. The second specific objective relates to several processes and activities connected with the Jan Shikshan Sansthan, such as:

- (i) Management;
- (ii) Programmes;
- (iii) Collaboration; and,
- (iv) Monitoring

This objective is broadly referred to as throughput.

3. Finally, the third specific objective is that related to the immediate and ultimate output of the Jan Shikshan Sansthans in terms of the use made by the participants of their skills for:

- (i) Self-employment;
- (ii) Wage-employment; and,
- (iii) For their own use at home.

In order to carry out the evaluation the material and literature produced by the Jan Shikshan Sansthan was utilized. Moreover, interviews were also conducted with the Chairman, Staff, Teachers and participants of different courses. Besides this discussions were also held with personnel from collaborating agencies, government officials, etc. Over and above this a sample of 100 beneficiaries was selected from each Jan Shikshan Sansthan and information was collected from them on a specially designed schedule in order to find out their views about the Jan Shikshan Sansthan, its courses and activities, staff and other infrastructure, utility of the courses in enhancing their skills and increasing their levels of income.

4. To indicate strengths and weaknesses of the Jan Shikshan Sansthan and other suggestions to strengthen the scheme.

### **Overall Performance of the Scheme**

Before we begin the evaluation of the specific Jan Shikshan Sansthans of Cuttack and Vijaywada it will be appropriate to have a brief look at the overall growth and performance of the scheme at the all India level. This would enable us to see how the two JSS fare in comparison to the national averages.

The year-wise details of the courses and activities carried out by the Shramik Vidyapeeths all over the country is provided in Table 1.1. As has already been indicated earlier, the total number of Shramik Vidyapeeths saw a gradual increase over the years. The table reflects that as the number of these institutions went up the total number of courses and activities also went up along with the increase in number of Shramik Vidyapeeths. Moreover, even when we look at the average number of courses per Shramik Vidyapeeth, even this figure indicates a steady increase particularly so between

1985-86 and 1994-95. This clearly indicates that the number of activities and courses undertaken by each Shramik Vidyapeeth have also been on the increase over the years. Thus, the average increased from around 136 activities and courses in 1985-86 to around 243 courses and activities in 1994-95. After 1994-95 however, there are some fluctuations and the high of 1994-95 has not been achieved but even then on an average over 200 courses and activities are being conducted each year by every Shramik Vidyapeeth.

Table 1.1 : Year-wise Details of Courses and Activities Conducted by SVP or JSS at the National Level

Year	Courses	Activities	Total	Average No. of Courses/ Activities per SVP/JSS
1985-86	3131	1776	4907	136.31
1986-87	4589	1512	6101	169.47
1987-88	3730	2466	6196	172.11
1988-89	3455	2984	6439	178.86
1989-90	3812	2807	6619	183.86
1990-91	4250	3065	7315	203.19
1991-92	4549	3390	7939	202.53
1992-93	5611	3146	8757	236.67
1993-94	5510	3150	8660	234.05
1994-95	5788	3469	9257	243.61
1995-96	6404	3715	10119	198.41
1996-97	7541	4122	11663	220.06
1997-98	7730	4276	12006	207.00
1998-99	7375	2898	10273	177.12
1999-2000	7893	4457	12350	212.93

Source : Annual Reports of the Shramik Vidyapeeth/Jan Shikshan Sansthan, published by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.

It is obvious that if there is a change in total courses and activities its effect will immediately be felt on the total number of beneficiaries who have benefitted from them. The details of this are being presented in Table 1.2. In a sharp contrast to the steady increase in the total number of courses and activities, which were seen in Shramik Vidyapeeth over the years, it is found that there have been constant fluctuations in the total number of beneficiaries between one year and the other. However, as a general trend it may be said that the number of beneficiaries have gone up over the years between 1985-86 when the figure was 243680 persons and 1997-98 when total beneficiaries stood at 483657. As a result of the fluctuations in the total number of beneficiaries even the average number of beneficiaries over the years have witnessed considerable fluctuations. The year 1986-87 for instance registered the lowest average number of beneficiaries (4188 persons) while the highest figure was attained during the year 1988-89 when the average number of beneficiaries was 9960. Another interesting fact which emerges from the figures is that the share of females among total beneficiaries is much more than their male counterparts. In fact the share of males has never exceeded 40 per cent over the 15 years period for which figures are available. This is a reflection of the popularity of the courses and activities of the Shramik Vidyapeeth among the female section of the population. Even the objective of the scheme clearly states that the scheme should be designed for the deprived sections of society such as women and girls, etc. Even if we set aside yearly fluctuations in the total number of beneficiaries, it is quite obvious that between 1985-86 and 1999-2000 over 49 lakhs persons have benefitted from the various schemes run by these Shramik Vidyapeeths all over the country.

Table 1.2 : Year-wise Number of Beneficiaries Covered by the SVP/JSS at the All India Level

Year	Male	%	Female	%	Total	Average No. of Beneficiaries per SVP/JSS
1985-86	97956	40.20	145724	59.80	243680	6769
1986-87	35855	23.78	114921	76.22	150776	4188
1987-88	92075	38.23	148795	61.77	240870	6691
1988-89	122285	34.11	236262	65.89	358547	9960
1989-90	122351	40.07	183023	59.93	305374	8482
1990-91	102053	36.77	175475	63.23	277527	7709
1991-92	100299	35.55	181835	64.45	282134	7837
1992-93	118667	36.14	209696	63.86	328363	8875
1993-94	127660	36.99	217455	63.01	345115	9327
1994-95	122240	36.09	216488	63.91	338728	8914
1995-96	140584	37.43	234970	62.57	375554	7363
1996-97	171288	35.20	315268	64.80	486556	9180
1997-98	162909	33.68	320748	66.32	483657	8339
1998-99	112120	34.32	214595	65.68	326715	5651
1999-2000	120640	33.28	241846	66.72	362486	6473

Source : Annual Reports of the Shramik Vidyapeeth/Jan Shikshan Sansthan, published by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.

The scheme of Shramik Vidyapeeth and Jan Shikshan Sansthan has in mind the under-privileged section of society and so these Institutions have been selecting beneficiaries keeping in mind their economic status. Table 1.3 reveals the distribution of beneficiaries in the paid courses according to their level of household income. Upto 1997-98 the three income groups were upto Rs.1000, between 1001 and 1500 and above 1501. From 1998-99, however, the income groups have been revised and they are upto Rs.2000, between 2001 and 2500 and Rs.2501 and above. The table, therefore, shows the break-up of beneficiaries according to both income classifications. It is obvious from Table 1.3 that in each of the five years for which data are provided the percentage share of beneficiaries

from the lowest income group is above 50 per cent. The second lowest income group accounts for around one-fourth of the total beneficiaries. As a result the share of beneficiaries in the highest income group is rather small (around 15 to 20 per cent only). This fact again speaks in favour of the different agencies that they are taking all care to ensure that maximum benefit is being derived by those who belong to the lowest income group.

Table 1.3 : Year-wise Distribution of Beneficiaries by Income Group at the National Level

Year	Income Group of Households (Rs. per month)						Total Number
	Upto 1000		1000 – 1500		Above 15000		
	Number	%	Number	%	Number	%	
1995-96	60125	52.73	35151	30.60	18740	16.46	114016
1996-97	73874	57.71	31464	24.58	22664	17.71	128002
1997-98	69674	54.44	33697	26.31	24650	19.25	128071
Revised Income Group	Upto 2000		2001 to 2500		2501 and above		
1998-99	67642	60.95	27078	24.67	17171	15.48	118891
1999-2000	69684	57.58	25596	21.21	25459	21.11	120739

Source : Annual Reports of the Shramik Vidyapeeth/Jan Shikshan Sansthan, published by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.

The Jan Shikshan Sansthans have also been giving due importance to the different social classes to cater to the needs of the less privileged persons as well. Thus, during 1999-2000, the percentage of SC and ST among total beneficiaries was 21.24 and 4.51 per cent respectively and of the OBC group 22.98. These three weaker sections of the society, therefore, accounted for nearly 49 per cent of the total beneficiaries selected during the year for different courses and activities of these Institutions.

As has been indicated earlier, the courses conducted by these Institutions are of different duration ranging between only a few days to above six months. Taking a three



year average of the percentage distribution of these courses according to their duration is found to be as follows:

Duration of Course	Percentage Share of the Course
Above 6 months	2.75
6 months	16.40
4 to 5 months	6.35
3 months	15.42
2 months	10.36
1 month	14.75
Less than 1 month	33.97
<b>Total</b>	<b>100.00</b>

It is, therefore, quite obvious that the most popular courses are those which are of a very short duration and they account for around one-third of the total courses being conducted by these Institutions. The next in importance are the six months (16.40 per cent) and three months courses (15.42 per cent).

During the year 1999-2000 the staff position of the 58 Institutions on the All-India level were found to be as follows:

Staff Position	Number
Director	44
Programme Officer	106
Assistant Programme Officer	57
Artist-cum-Projectionist	43
Librarian/Documentationist	10
Administrative Staff	469
<b>Total</b>	<b>729</b>

These figures show that not even every Jan Shikshan Sansthan has a regular Director. This is a disturbing aspect because no Institution can function effectively unless and until it has a regular Director. The authority of an officiating Director can never be at

par with the regular one and so such an individual can neither give off his best nor can he be expected to bring out the best from his junior colleagues. On an average these institutions have around two Programme Officers and one Assistant Programme Officer for conceiving the different courses and activities, selecting sites for the running of the programmes, selecting beneficiaries and identifying suitable resource persons to carry out these programmes all over the district. This possibly is the barest minimum staff of this category, which every Jan Shikshan Sansthan must possess.

The Jan Shikshan Sansthans have also been entrusted the responsibility of undertaking programme in collaboration with other departments and agencies. Thus, these Sansthans have been making efforts to avail physical and financial facilities, wherever possible in the conduct of their courses and activities. The departments and agencies with which they co-ordinate are the educational Institutions, various government departments, industries, in the various schemes of development, with the respective Municipal Corporations and Committees, Non-Governmental Organizations functioning in their district and any other agency. Based on the figures of 1999-2000 the average number (approximate whole number) of collaborating agencies per Jan Shikshan Sansthan was as follows:

Educational Institutions	6;	Government Departments	4;
Industries	12;	Development Schemes	2;
Municipal Corporation	1;	NGOs	7;
Others	7.		

The industries offices are most important collaborating agencies because their help is sought not only during the conduct of programmes but even for follow up measures. The next most important are the NGOs whose support is constantly sought in order to identify beneficiaries, and for taking their expertise in the different areas in which they are

working. The educational institutions and government departments were always important. But they have become even more significant role of late considering the fact that Post-Literacy Programmes have been introduced are continuing Literacy Centres have been set up and the Jan Shikshan Sansthan are closely linked with them.

Having looked at the activities of the Jan Shikshan Sansthan from various angles such as number of courses and activities, total number of beneficiaries, the break-up of these beneficiaries according to sex, social status and economic status, etc. it will be appropriate to have some idea about the income and expenditure pattern of these institutions. This information is being provided in Table 1.4. The Jan Shikshan Sansthan get their yearly grant-in-aid from the Central Government. Besides this they are raising some funds through fees which they charge from the beneficiaries for conducting different courses. Some other sources are the State Government, local self-government, industries, developmental schemes, NGOs and other agencies. Between 1996-97 and 1999-2000 the overall income of the Jan Shikshan Sansthan all over India was around 9 crores per annum. The average income of each Sansthan worked out to be between Rs.14.5 and Rs.16.75 lakhs per annum. There are some fluctuations in the income. As against this the overall expenditure was around 8.2 crores between 1996-97 and 1997-98. The expenditure went up to 8.6 crores in 1998-99. However, for all these years it was below the incomes of the Sansthan. In 1999-2000 however, not only was the expenditure highest at Rs.9.32 crores but it was much higher than the incomes received by the Sansthan. The average expenditure per Jan Shikshan Sansthan also witnessed yearly fluctuations as was the case with their income.

If we look at the expenditure pattern of these Jan Shikshan Sansthan it is observed that the biggest chunk is going towards salaries and allowances. Moreover, the share of salaries and allowances has been going up between 1996-97 when it was 45.24 per cent

and 1999-2000 when it became as high as 55.81 per cent. As a result of the share of expenditure on salaries and allowances going up the expenditure on programmes and activities suddenly had a sharp decline from around 25 per cent to less than 5 per cent. Thus, the Ministry while changing the name from Shramik Vidyapeeth to Jan Shikshan Sansthan has clearly indicated that out of the grant-in-aid released by the Ministry the Sansthan can spend a maximum of 50 per cent only on the salary head.

Table 1.4 : Year-wise Income and Expenditure of the Jan Shikshan Sansthan at the National Level

Year	Income (Rs. in Lakhs)	Expen- diture (Rs. in Lakhs)	Head-wise Expenditure Break-up (in % terms)					Average Income per JSS (Rs. in Lakhs)	Average Expenditure per JSS (Rs. in Lakhs)
			Salaries & Allowances	TA/DA	Office Exp.	Pro- grammes	Other Expenses		
1996-97	888.48	819.45	45.24	0.86	14.39	24.07	15.44	16.76	15.46
1997-98	840.23	816.65	50.16	1.61	15.44	26.48	6.31	14.49	14.08
1998-99	936.80	861.02	55.12	20.79	13.74	4.96	5.39	16.15	14.85
1999-2000	872.58	931.51	55.81	19.54	14.81	4.77	5.07	15.04	16.06

Source : Annual Reports of the Shramik Vidyapeeth/Jan Shikshan Sansthan, published by the Directorate of Adult Education, Ministry of Human Resource Development, New Delhi.

We have in brief described the overall performance of the scheme of Shramik Vidyapeeth/Jan Shikshan Sansthan at the All India level. We will now very briefly show how things are at the inter-state level. For this we have taken the data pertaining to the year 1999-2000 and the same is being presented in Table 1.5. During 1999-2000 there were 58 JSS spread over 17 states/Union Territories of India. The maximum number was found in U.P. (8) followed by Andhra Pradesh and Maharashtra with 7 each. Karnataka and Kerala had five each while the states of Gujarat, Rajasthan and Tamil Nadu each had 4 JSS. The rest had either one or two JSS. As far as courses per JSS is concerned Delhi

was the first ranked state having conducted 225 courses. Gujarat, Maharashtra and Andhra Pradesh had conducted between 184 to 196 courses each and the overall average

Table 1.5 : State-wise Details of Activities of the SVP/JSS for 1999-2000

State	Total No. of JSS	Average No. of Courses per JSS	Average No. of Activities per JSS	Average No. of Beneficiaries in Courses and Activities per JSS	Percentage Distribution of Beneficiaries					Average Income per JSS (Rs. in Lakhs)	Average Expenditure per JSS (Rs. in Lakhs)
					By Sex		By Economic Status				
					Male	Female	Upto Rs.2000	2001-2500	2501 and above		
Andhra Pradesh	7	184	94	9711	33.13	66.87	82.13	12.80	5.07	19.23	18.64
Assam	1	72	112	5023	41.59	58.41	27.52	68.89	3.79	13.45	12.48
Bihar	2	143	66	7517	32.67	67.33	73.76	26.24	NIL	14.49	13.17
Delhi	1	225	82	8677	24.11	75.89	23.00	25.99	51.01	25.16	25.11
Gujarat	4	196	81	6035	18.99	81.01	60.37	18.27	21.36	12.55	13.10
Haryana	2	88	25	4849	15.98	84.02	34.21	31.38	34.41	15.85	14.69
Jammu & Kashmir	1	74	52	2758	28.86	71.14	43.55	31.87	24.59	12.89	12.74
Karnataka	5	70	62	6577	46.20	53.80	65.32	17.02	17.66	14.96	13.09
Kerala	2	93	73	6905	34.44	65.56	56.59	26.65	16.76	24.55	28.63
Madhya Pradesh	5	132	86	7233	48.13	51.87	59.32	25.73	14.95	9.90	9.50
Maharashtra	7	185	57	4707	24.35	75.65	47.99	38.26	13.75	12.71	14.32
Orissa	2	96	45	2130	25.35	74.65	57.66	42.34	NIL	18.21	27.91
Rajasthan	4	150	83	4724	17.54	82.46	56.64	6.90	33.46	18.15	20.35
Tamil Nadu	4	111	196	12254	37.91	62.09	69.35	22.23	8.42	18.09	20.61
Uttar Pradesh	8	123	45	5336	36.39	63.61	61.31	17.65	21.04	11.38	12.57
West Bengal	2	53	50	2684	22.76	77.24	91.37	6.80	1.87	11.16	16.79
Chandigarh	1	167	90	5063	31.72	68.28	27.62	66.39	5.99	18.47	18.29
ALL INDIA	58	136	77	6473	33.28	66.72	60.95	24.67	15.48	15.04	16.06

Source : Annual Report of the Jan Shikshan Sansthan, published by the Directorate of Education, Ministry of Human Resource Development, New Delhi, 1999-2000.

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for the 58 JSS taken together was 136 courses. As many as 10 states were below the national average. With respect to the number of activities per JSS, Tamil Nadu was way ahead of the other states with 196 activities. The only other state conducting over hundred activities was Assam (112) and the overall average worked out to be 77 activities. In this case the number of states having activities below the overall average was 9. Taking all the 58 JSS together an average of 6473 beneficiaries were covered under the different courses and activities. The top ranked state was Tamil Nadu with 12554 beneficiaries followed by Andhra Pradesh where the average number of beneficiaries per JSS was 9711. Only 7 states were above the overall average. Since the scheme of JSS has to have special focus on women the share of females in total beneficiaries was higher as compared to the males. Haryana, Rajasthan and Gujarat were the three top ranked states where the proportion of females to total beneficiaries exceeded 80 per cent. The lowest share was in Madhya Pradesh (51.87 per cent) and was closely followed by Karnataka (53.80 per cent) and Assam (58.41 per cent). On the whole 11 states were above the overall average. Since the scheme is also the target the economically deprived sections the beneficiaries have mainly been selected from the lowest income group of below Rs.2000 per month. The overall share from this group was around 61 per cent taking all the 58 JSS together. Taking the individual states into consideration West Bengal is way ahead of the other states with 91.37 per cent beneficiaries from the lowest income group followed by Andhra Pradesh with 82.13 per cent. In sharp contrast to this in the case of Delhi 51 per cent beneficiaries are from the highest income group of Rs.2501 and above. On the whole there were 6 states where the percentage share of beneficiaries was below 50 in the lowest income group. As far as the income and expenditure pattern is concerned, the overall average income and expenditure of all the JSS taken together worked out to be Rs.15.04 and Rs.16.06 lakhs respectively. It was observed that average income was higher than the corresponding figure for average expenditure in around half the states while in the rest the



figures of average expenditure exceeded average income. In most cases the excess expenditure was not very high but in a few states it was considerably high. Part of the explanation to this relatively high expenditure could be on account of expenditure made on some specific items such as purchase of land, construction or purchase of some specific implements involving a relatively high cost.

This sums up our state-wise picture of the JSS. We will now focus our attention on the two Jan Shikshan Sansthan of Cuttack and Vijaywada where detailed evaluation was conducted by us in the months of July and August, 2001.

## CHAPTER II

### PERFORMANCE OF THE JAN SHIKSHAN SANSTHANS OF CUTTACK AND VIJAYWADA

Since the focus of our study is on the evaluation of the two Jan Shikshan Sansthan of Cuttack and Vijaywada we undertook a detailed study of both these Sansthan covering a five year period between 1996-97 to 2000-2001. In this chapter we propose to present various aspects of their work performance keeping in mind the three main objectives of our study, viz. Input, throughput and output.

In the case of Cuttack it is the name of the District as well as the headquarter. Vijaywada on the other hand is a part of Krishna district and the district headquarter is Machilipatnam, which is located around 80 kms. from Vijaywada. We are providing below some important data about the two districts in order to get a brief idea about the magnitude of the area in which these two JSS have to carry out their activities:

Details	Cuttack	Vijaywada
(i) Area of the District (sq. kms.)	3915	8727
(ii) Number of Blocks/Mandals	14	50
(iii) Total Population (in '000)	5523	3699
(iv) Density of Population	496	424
(v) Females per 1000 males	962	969
(vi) Proportion of SC Population (%)	19.8	16.6
(vii) Proportion of ST Population (%)	7.1	2.5
(viii) Literacy Percentage:		
(a) Male	72.5	60.5
(b) Female	44.6	45.5
(c) Total	58.8	53.2

P.S. : Items (iii) to (viii) are figures of 1991 Census.

Having given a very brief profile of Cuttack and Vijaywada, we will now beginning our analysis of the individual Jan Shikshan Sansthan. In Table 2.1 some general information related to these Sansthan is presented.

Table 2.1 : General Information Related to Cuttack and Vijaywada Jan Shikshan Sansthan

Details	Cuttack	Vijaywada
(i) Year of Establishment	1985	1985
(ii) Category of Jan Shikshan Sansthan	B	B
(iii) Registration Number and Date	3879-80 of 1985-86	204 of 1984
(iv) Present Status	Independent Registered Society	Independent Registered Society
(v) Chairperson	Shri S.K. Prasad	Shri M. Kasi Visweswara Rao
(vi) Director	Mrs. N. Mohapatra	Mr. N. Vidyakanna
(vii) Total Staff Strength	14	14
(viii) Building (own/rented)	Rented	Own
(ix) Literacy Status of the District	T.L.C. (Third Primer Continuing)	PLCE

Source : Jan Shikshan Sansthan, Cuttack and Vijaywada.

When we look at Table 2.1 some common points are found in both Cuttack and Vijaywada. Both are independent institutions registered under the Societies Registration Act. Both were established in 1985 and fall under category 'B' of the Jan Shikshan Sansthan. Moreover, each has a present staff strength of 14 employees. There are, however, some differences as well. The Jan Shikshan Sansthan of Vijaywada have their own building whereas in Cuttack the Sansthan is functioning in a rented building. Besides this the Total Literacy Campaign in the case of Cuttack is still in its third phase while in Vijaywada it is over and the Post-Literacy and Continuing Education programmes have been initiated and are being taken up by the Jan Shikshan Sansthan located there.

Another thing to note is that the Jan Shikshan Sansthan (JSS) of Cuttack was initially located in Paradeep and was attached to a non-governmental organization. The NGO caused various management problems and the staff was totally dissatisfied. Then finally the JSS delinked itself from the NGO in 1990 and in the location of the JSS shifted from Paradeep to Cuttack in 1992.

Table 2.2: Year-wise Details of Courses of Cuttack and Vijaywada

Year	Number of Courses		Number of Activities		Total No. of Beneficiaries in Courses		Average Number of Beneficiaries per Course	
	Cuttack	Vijaywada	Cuttack	Vijaywada	Cuttack	Vijaywada	Cuttack	Vijaywada
1996-97	91	359	51	—	1307	5660	14	16
1997-98	89	358	47	—	1192	5560	13	16
1998-99	87	379	36	122	1114	5071	13	13
1999-2000	83	358	15	90	1202	5498	14	15
2000-2001	282	410	48	74	3394	9118	12	22

Source : Annual Reports/Programme Status of Cuttack and Vijaywada for the different years.

The Jan Shikshan Sansthan scheme is expected to have special focus on the deprived sections of society such as women and girls, socially backward as well as economically weaker sections. The extent to which the JSS Cuttack and Vijaywada have looked after the interest of the fair sex as well as the social classes is presented in Table 2.3. As far as the percentage distribution of the beneficiaries in courses among males and females is concerned it is observed that in both the JSS the females have far outnumbered their male counterparts in each of the five years under consideration. In fact the percentage share of females to total beneficiaries have increased from around 70 per cent to around 82 per cent in the case of Cuttack between 1996-97 and 2000-2001. Similarly in the case of Vijaywada the increase has been from around 62 per cent to around 80 per cent.

**Table 2.3 : Year-wise Percentage Distribution of Beneficiaries by Sex and Social Status in the Course run by Cuttack and Vijaywada JSS**

Year	District	By Sex			By Social Status				
		Male	Female	Total	SC	ST	OBC	Others	Total
1996-97	Cuttack	30.22	69.78	100.00	7.04	0.92	–	92.04	100.00
	Vijaywada	38.22	61.78	100.00	24.05	2.22	–	72.73	100.00
1997-98	Cuttack	30.71	69.29	100.00	14.93	0.25	–	84.82	100.00
	Vijaywada	32.26	63.74	100.00	22.68	3.26	–	74.06	100.00
1998-99	Cuttack	28.19	71.81	100.00	21.29	9.60	1.54	67.57	100.00
	Vijaywada	30.51	69.49	100.00	21.22	2.29	28.41	48.08	100.00
1999-2000	Cuttack	28.04	71.96	100.00	18.23	1.00	9.65	71.12	100.00
	Vijaywada	33.18	66.82	100.00	27.72	4.75	28.06	39.47	100.00
2000-2001	Cuttack	18.15	81.85	100.00	24.34	1.27	12.52	61.87	100.00
	Vijaywada	19.46	80.54	100.00	26.47	2.02	23.23	48.28	100.00

Source : Annual Reports/Programme Status of Cuttack and Vijaywada for Different Years.

Even when we look at the social status of the beneficiaries it is observed that the general population had accounted for as high as 92 and 73 per cent of total beneficiaries in 1996-97 in Cuttack and Vijaywada respectively. However, by the year 2000-2001 this share had declined to 62 and 48 per cent for Cuttack and Vijaywada respectively. It is, therefore, quite evident that the SC, ST and OBC population has been given greater importance in the selection of beneficiaries over the years as is reflected in Table 2.3. Thus, it may be said that both the JSS have been following the guidelines of the Central Ministry in their selection procedure.

We will now turn our attention on the distribution of these beneficiaries according to their age groups and by the duration of the vocational training courses. These details have been shown with the help of Table 2.4. In the case of Cuttack almost the entire beneficiaries are clustered in the age group 15 to 35 years. In fact, during 1999-2000 the

entire lot of beneficiaries was from this group. The percentage has never gone below 96.5 per cent (1998-99 and 2000-2001). Consequently the share of beneficiaries in the remaining two age groups is negligible. Even in the case of Vijaywada majority of the beneficiaries are from this group itself. However, the highest percentage ever attained has been around 86.7 per cent during the year 1996-97. The other age group which has a representation of around 10-15 per cent over the five year period is the age group 36 years and above. Those in the age group below 15 years have accounted for between 2 to 6 per cent during the five years for which data has been presented.

Table 2.4 : Year-wise Percentage Distribution of Beneficiaries in Courses by Age and Duration of the Courses run by Cuttack and Vijaywada JSS

Year	District	Age Group of Beneficiaries in Courses			Distribution by Duration of the Courses				
		Below 15 years	15-35 years	36 & Above	Less than one month	1 - 3 months	4 - 6 months	Above 6 months	Total
1996-97	Cuttack	—	98.16	1.84	17.83	51.11	28.54	2.52	100.00
	Vijaywada	3.43	86.73	9.84	68.39	15.55	13.04	3.02	100.00
1997-98	Cuttack	0.84	99.16	—	13.26	44.80	38.00	3.94	100.00
	Vijaywada	6.85	81.58	11.57	68.67	16.17	11.67	3.49	100.00
1998-99	Cuttack	—	96.68	3.32	27.38	38.33	28.99	5.30	100.00
	Vijaywada	3.12	83.45	13.43	69.24	19.38	10.28	1.10	100.00
1999-2000	Cuttack	—	100.00	—	19.47	41.43	33.28	5.82	100.00
	Vijaywada	2.20	83.07	14.74	68.38	18.52	9.57	3.52	100.00
2000-2001	Cuttack	0.03	96.58	3.39	57.72	23.78	16.94	1.56	100.00
	Vijaywada	5.92	82.36	11.72	80.73	11.11	6.84	1.32	100.00

Source : Annual Reports/Programme Status of Cuttack and Vijaywada for Different Years.

The vocational training courses run by these JSS have varying duration ranging from around three days to one year. For the sake of convenience we have clubbed them



into four categories. In the case of Cuttack it is revealed that between 1996-97 and 1999-2000 the courses which had a duration ranging between one to three months were the most popular among the beneficiaries. However, its share gradually has a declining trend and from around 51 per cent in 1996-97 to around 24 per cent in 2000-2001. During the first four years the programmes having a duration ranging between 4 to 6 months were the second most important courses. However, there were yearly fluctuations in the percentage share of beneficiaries and by 2000-2001 it had declined to around 17 per cent. By 2000-2001 the very short duration courses were the most significant and had a coverage of nearly 58 per cent of the total beneficiaries of Cuttack. Vijaywada presents a different picture. Here the very short duration courses have always been the centre of attraction. Between 1996-97 and 1999-2000 they accounted for around two-thirds of the total beneficiaries and in 2000-2001 the share went upto as high as nearly 81 per cent. As a result the courses with a longer duration put together had only around 19 per cent of the total beneficiaries (Table 2.4). The high concentration of beneficiaries in short duration courses last year could be positively correlated to the fact that during 2000-2001 these JSS have had to take their vocational training courses to the rural areas and it is relatively easy to run short courses among rural people especially the women-folk. The other factor which accounts for the high percentage of beneficiaries in the very short duration courses in Vijaywada over the entire five year period and in Cuttack during 2000-2001 is the fact that bulk of the courses in Vijaywada have always been concentrated in this group and have accounted for around 52 to 62 per cent of the total courses during the five year period. Even in the case of Cuttack the short duration courses accounted for almost 60 per cent of the total courses during the year 2000-2001. For this please refer to Table 2.5.

Table 2.5 : Year-wise Distribution of Courses According to their Duration

Year	District	Distribution by Duration of the Courses				
		Above 6 months	4 to 6 months	1 to 3 months	Below 1 month	Total
1996-97	Cuttack	2	22	58	9	91
	Vijaywada	8	42	87	227	359
1997-98	Cuttack	3	26	50	10	89
	Vijaywada	9	38	101	210	358
1998-99	Cuttack	4	20	42	21	87
	Vijaywada	3	34	109	233	379
1999-2000	Cuttack	6	25	44	8	83
	Vijaywada	8	37	123	190	358
2000-2001	Cuttack	5	36	75	166	282
	Vijaywada	5	22	128	255	410

Source : Annual Reports/Programme Status of Cuttack and Vijaywada for Different Years.

The economic status of beneficiaries has also to be taken into account in their selection as per government policy. The extent to which this has been achieved by the JSS of Cuttack and Vijaywada is brought out by the help of Table 2.6. As far as Cuttack is concerned it seems they were not paying a great deal of attention to this aspect before the year 2000-2001. The figures are quite interesting. In 1996-97 the lowest income group accounted for just below one-fourth of the total beneficiaries while the rest were almost evenly distributed in the remaining two categories. In the very next year the lowest income group had no beneficiary at all and even the next income group accounted for only around 12 per cent of total beneficiaries. In 1998-99 it was the highest income group, which had no beneficiaries while the lowest and second group had around 44.5 and 55.5 per cent beneficiaries respectively between them. Once again during 1999-2000 the highest income group accounted for very nearly four-fifths of the total beneficiaries. However, with specific instructions being issued under the JSS scheme Cuttack has started

giving due attention to this aspect and during 2000-2001 the share of beneficiaries in the lowest income group shot up to around 70 per cent which is a very encouraging sign. In Vijaywada the share of beneficiaries is not only very heavily concentrated in the lowest income but the trend is a rising one. From 89.82 per cent in 1996-97 the share of beneficiaries in this group has gone up to around 99 per cent in the year 2000-2001.

Table 2.6 : Year-wise Percentage Distribution of Beneficiaries in Courses According to their Economic Status

(Income in Rs. P.m.)

Year	District	Upto Rs.2000	2001-2500	2501 and above	Total
1996-97	Cuttack	23.03	38.26	38.71	100.00
	Vijaywada	89.82	6.89	3.29	100.00
1997-98	Cuttack	—	12.16	87.84	100.00
	Vijaywada	91.87	5.65	2.48	100.00
1998-99	Cuttack	44.52	55.48	—	100.00
	Vijaywada	96.04	3.31	0.65	100.00
1999-2000	Cuttack	19.55	2.08	78.37	100.00
	Vijaywada	96.33	2.69	0.98	100.00
2000-2001	Cuttack	70.39	6.42	23.19	100.00
	Vijaywada	99.16	0.24	0.15	100.00

Note : These income groups refer to the year 1998-99 onwards. For the earlier two years they were Rs.1000, Rs.1000-1500 and Rs.1500+ for Vijaywada and Rs.1500, Rs.1500-2000 and Rs.2000+ for Cuttack respectively.

Source : Annual Reports/Programme Status of Cuttack and Vijaywada for Different Years.

Conducting a vocational training course involves expenditure of various types. It needs expertise to draw up details of the course. Experts are needed to provide training, which may involve practical, as well as theory classes. Space is required and various teaching material has to be developed or purchased. The Ministry has, therefore, given the power to these Jan Shikshan Sansthan to charge fees for different courses conducted by them. The duration of the courses and course fees differ between courses and also between two Jan Shikshan Sansthan. We are presenting below details of a few courses,

which are being run by only JSS Cuttack or JSS Vijaywada, and then Table 2.7 gives a comparison of the fees and duration of similar courses between the two Sansthan.

Specific Courses only:

NAME	Duration (days)	Fees (Rs.)
(1) <u>CUTTACK</u>		
(a) Diploma in Computer Application	360	4600
(b) Computer Accounting Course	50	1000
(c) Computer Operation	120	1700
(d) Electrical Technician	240	1500
(e) TV Repair & Assembling	120	1500
(f) Refrigerator Repairing	100	1000
(2) <u>VIJAYWADA</u>		
(a) Hotel Management & Catering Technology	180	5000
(b) Information Technology and Hotel Management	180	5000
(c) Tourism and Hotel Management	180	3500
(d) Air Lines Ticketing	60	2000
(e) X-Ray Technician	180	1000
(f) Medical Lab. Technician	180	1000

Besides these specific courses being run by only one of the two JSS there are a large number of courses which are common to both Cuttack and Vijaywada. We have listed a few of them in Table 2.7. Since the Jan Shikshan Sansthan are at liberty to decide the duration of a course and the fee to be charged from the beneficiaries, there are difference between JSS Cuttack and Vijaywada both with respect to duration and fees for the same course. However, of late, the Ministry has issued directives towards standardization of courses by insisting on the same curriculum being followed everywhere for similar programmes. In fact 6 courses and curriculum designed by the Ministry have been received by the two JSS and they are being followed both by Cuttack and Vijaywada. Another six such courses are likely to be received very soon.

Ever since the Jan Shikshan Sansthan has come into existence, they have to conduct these vocational training courses even in the rural areas. Since the paying capacity of the beneficiaries is low in the rural areas the JSS has accordingly adjusted its fee structure. In the very short duration courses they are charging only very nominal fees and that too with the rationale that if an individual pays to attend the course, he or she is likely to attend it regularly as payment has been made. In cases where a beneficiary is extremely poor the JSS, Cuttack insists that they pay this nominal amount initially, but it would be refunded after the beneficiary completes the course. In the case of JSS Vijaywada, however, they are not charging any fees from its beneficiaries who are being selected for vocational training courses in the rural areas. They are finding other means of meeting the cost of running these courses.

Table 2.7 : Courses which are Common in Cuttack and Vijaywada

Name of the Course	CUTTACK		VIJAYWADA	
	Duration (Days)	Fees (Rs.)	Duration (Days)	Fees (Rs.)
01. DTP	120	2000	60	1500
02. Beauty Culture	105	1400	90	2500
03. Photography	80	800	60	1500
04. Motor Winding	80	600	60	150
05. Radio and Tape Recorder Repairing	80	600	30	75
06. English Speaking Course	80	400	60	200
07. Tailoring	120	200	40	150
08. Spray Painting	80	600	30	50
09. Screen Printing	65	600	30	75
10. Machine Wool Knitting	65	400	30	75
11. Dress Designing	40	200	120	200
12. Fabric Painting	40	200	15	150
13. Plumbing	80	100	90	100
14. Machine Embroidery	40	150	60	250
15. Batik Painting	20	100	30	250
16. Hand Embroidery	40	200	30	100
17. A/c or Car A/c Mechanism	50	500	30	100
18. Ladies Garment/Model Dress Making	40	200	30	150
19. Stain Glass Painting	20	200	7	75
20. Doll/Soft Toys Making	40	200	15	150
21. Electronic Typewriter	25	200	15	175
22. Bakery	20	300	7	150
23. Ceramic/Pot Painting	20	100	7	150

Source : JSS Cuttack and Vijaywada.



One important function of the JSS is to undertake various programmes in collaboration with various governmental and non-governmental agencies. These collaborations could either be physical or financial but that does not mean that the JSS is doing such activities either to shift its responsibility to any other agency or to earn monetary profits. The year-wise details of collaborating agencies for Cuttack and Vijaywada have been shown in Table 2.8.

Table 2.8 : Year-wise Details of Collaborating Agencies of Cuttack and Vijaywada

Year	District	Educational Institutes	Government Departments	Industries	Development Schemes	Municipal Corporation	NGO	Any Other	Total
1996-97	Cuttack	3	8	—	—	2	—	11	24
	Vijaywada	30	24	25	10	5	—	43	137
1997-98	Cuttack	—	13	10	—	—	—	11	34
	Vijaywada	30	26	20	8	8	—	52	144
1998-99	Cuttack	10	3	2	3	—	6	—	24
	Vijaywada	34	26	28	12	8	14	43	165
1999-2000	Cuttack	2	5	2	—	—	3	10	22
	Vijaywada	32	23	28	12	8	18	49	170

Source : Annual Reports of JSS published by Directorate of Adult Education, Ministry of Human Resource Development, New Delhi for the different years

It is quite obvious from Table 2.8 that JSS Vijaywada is way ahead of JSS Cuttack in the field of collaborating with other agencies. For the four years for which data have been presented the figures are in their low twenties in Cuttack with the exception of 1997-98 when the total number of collaborating agencies was 34. This activity has picked up somewhat because during 2000-2001 JSS Cuttack worked with 47 collaborating agencies and this is a good sign. In the case of Vijaywada, on the other hand, not only is it collaborating with much more agencies, the total number of collaborating agencies has



steadily been increasing. It was 137 during 1996-97 and rose to 170 by 1999-2000. This is one of the reasons as to how the JSS Vijaywada has been successful in conducting such a large number of courses every year consistently for the past five years for which we have compiled the data. Even during the year 2000-2001 the increasing trend continues.

So far we have analyzed the work performance of both the Sansthans of Cuttack and Vijaywada in terms of courses and activities conducted and selection of beneficiaries. While selecting beneficiaries they have been keeping aspects like their sex, social and economic status in order to give proper representation to the deprived sections of the society. Besides this we have also seen how beneficiaries are spread over courses of different time duration and age. Another aspect, which we have gone into, is the number and types of collaborating agencies with whom these Sansthans have been associated over the years. We will now focus our attention on those objectives, which will make our evaluation more meaningful. These objectives have already been listed in the previous chapter.

The three major objectives of the evaluation study have been outlined as input, throughput and output. Each objective within itself includes specific aspects, which need to be looked into for proper evaluation. We will, therefore, take each objective separately and see how the two Sansthans fare individually. This analysis will help in determining their overall performance.

## 1. Input

Input has to be viewed from two different angles such as human input and non-human input.

- (i) Human input includes the regular staff of the respective Jan Shikshan Sansthans, the teachers of different courses and the beneficiaries.

- (a) Looking at the staff of these two institutions the Directors have a long experience of work within the same Institution. They have both started their career as Programme Officers and are educationally well qualified. The Director at Cuttack was a Programme Officer upto 1994 and then was given the charge of Acting Director. She worked in that capacity till 1998 and has been regular since then after having been duly selected by a properly formed selection committee. In the case of Vijaywada, however, the Director has been holding the position since its inception. Prior to that she was a Programme Officer in Guntur. As a result she has had far more experience working as a Director as compared to her counterpart in Cuttack. This is also reflected in the fact that a tenure of over 15 years has enabled her to get a proper hold of things at the level of the Sansthan as well as in the circles of the state government. As far as pay scales are concerned the pay scale of Director starts with a Basic Pay from Rs.10,000 per month in Cuttack and Rs.12,000 in Vijaywada.

Both the Sansthans have a staff of 14 persons out of which 2 in each are Programme Officers and one is an Assistant Programme Officer in Cuttack and Vijaywada respectively. The entire staff is on a regular pay scale and the Basic Pay of a Programme Officer begins from Rs.8000 per month and that of the Assistant Programme Officer from Rs.4500 per month in both Cuttack and Vijaywada. While the Programme Officers are satisfied with their pay scales, the Assistant Programme Officers feel that their scale of pay is rather low as compared to the Programme Officer considering the fact that both are performing identical duties. Here they seem to have a point.

The work load on the Programme Officers and Assistant Programme Officers has gone up considerably after the formation of the Jan Shikshan Sansthan since the area of activity has increased considerably now that the Sansthan has to work in the rural areas as well. But they are hardworking and competent persons and have not expressed any dissatisfaction as far as the workload is concerned. They would however feel happy if they could get at least one more staff to share the workload.

In both the Sansthans the staff is getting some additional benefits like Provident Fund, Gratuity, Medical Allowance of Rs.1000/- in cash per year. In special cases of serious illness the staff has also been sanctioned special medical allowances as well. In Vijaywada the staff gets 15 days salary ex-gratia each year as Bonus as well.

- (b) As far as experts who take theory or practical classes during the courses is concerned, both the Sansthans have been selecting people who are competent in their field. Both the Sansthans have maintained a proper record of these resource persons with their qualification and experience. In some cases the resource persons are also those who have received their initial training from either of these two JSS itself and are now resource persons who are providing training to the beneficiaries.

Both Cuttack and Vijaywada have been facing some problem in the identification of suitable resource persons for conduct of their courses in the rural areas. This is particularly so in the technical courses. Thus, they have had to take resource persons from the selected resource persons for their internal courses. These individuals do not get a regular salary but are

paid a nominal honorarium on a per lecture basis. For each lecture they are paid Rs.50 or Rs.60. Although, the amount per lecture is nominal the teachers do not mind because they are already employed elsewhere. Their level of job satisfaction is higher when they come across trainees who are bright and intelligent and eager to learn. In some cases the beneficiaries are not so good and teaching them becomes a tedious affair.

- (c) As far as the internal courses are concerned, the JSS of both places prepare an Annual Action Plan, which has to be duly approved by the Ministry. By virtue of being old institutions they are now well known in the district and when courses are announced the prospective candidates have to fill up a proper form giving details about themselves and their family. Their socio-economic background is kept into consideration while selection since the deprived section of the society has to be the main target group.

It is generally observed that students have been attending the lectures quite regularly. In fact most of them are quite keen and stay back for extra time as well to practice when the machines/implements are spare. The dropout rate in the courses is negligible in both Cuttack and Vijaywada.

(ii) Non-Human input includes funds and infrastructure facilities

- (a) Income and Expenditure – The different sources of income for the Sansthan include grant-in-aid, fees charged for courses, money received from collaborating agencies for conduct of some programmes, loans, interest and rent received, etc. The details of income are being presented in Table 2.9. The statement of income and expenditure have been presented differently by Cuttack and Vijaywada. Cuttack gives one consolidated account giving grant-in-aid and all other sources of income together. They,

therefore, have also presented all the different items of expenditure together.

In the case of Vijaywada however they have given one Balance Sheet for the grant-in-aid and related income such as interest received, etc. and its corresponding expenditure and there is a second Balance Sheet for income received from fees and all other sources and its expenditure. Thus, details of income have been shown separately in Table 2.9 for the respective JSS.

Table 2.9 : Year-wise Details of Income Received by Cuttack and Vijaywada JSS

(Amount in Rs.)					
Details	1996-97	1997-98	1998-99	1999-2000	2000-2001
<b>CUTTACK</b>					
(a) Grant-in-aid	12,30,000	12,00,000	11,90,000	12,30,000	20,50,000
(b) Fees	4,38,125	7,88,376	5,66,865	5,19,323	6,99,452
(c) Income from Other Sources	2,06,979	1,14,301	1,18,818	8,26,542	2,32,733
Total	18,75,104	21,02,678	18,75,683	25,75,865	29,82,185
<b>VIJAYWADA</b>					
(a) Grant-in-aid	12,20,500	12,21,537	11,90,000	12,30,000	16,00,000
(b) Other Income	5,938	19,319	—	2,18,174	2,71,708
(c) Total (a+b)	12,26,438	12,40,856	11,90,000	14,48,174	18,71,708
(d) Fees	5,31,170	6,16,590	6,06,835	7,81,980	5,52,995
(e) Income from other sources	7,53,729	6,95,737	20,11,530*	10,93,716	2,65,330
Grad Total	25,05,399	25,33,864	38,08,365	31,05,696	24,18,325

\* Special loan and grant was received for building construction.

Source : Statement of Accounts of Cuttack and Vijaywada

Income received by way of grant-in-aid is quite similar for both the JSS for the first four years. The fees received have been fluctuating on a year-wise basis in both Cuttack and Vijaywada. However, its share to total income has remained around 23 per cent in the case of Cuttack both in 1996-97 and

2000-2001 whereas it was around 21 and 23 per cent for the same two years respectively in the case of Vijaywada.

The details of expenditure are shown in Table 2.10. The differences in the Accounts presentation have already been indicated earlier. In the case of Vijaywada details of salaries and honorarium to instructors are given in the balance sheet which has income from grant-in-aid and so this is the expenditure pattern presented here. If we take the expenditure on salaries and allowances as a proportion of grant-in-aid for Cuttack and Vijaywada the figures work out to be around 62 and 71.5 per cent respectively in the year 2000-2001.

Table 2.10 : Year-wise Expenditure Pattern of Cuttack and Vijaywada

Year	District	Salaries and Allowances	Honorarium to Part-time Instructors	Teaching and Learning Material	Printing and Stationery	Programme Expenditure	Electricity Charges	Telephone Charges	Office Maintenance	Rent	Other Expenses	Total Expenditure
1996-97	Cuttack	468391	183285	--	13412	109533	10890	7534	28008	66000	988051	1875104
	Vijaywada	754279	218570	49771	31380	14027	5675	15011	9522	36000	92203	1226438
1997-98	Cuttack	573993	296885	--	20665	145079	44407	6452	3601	114500	897096	2102678
	Vijaywada	840173	149960	50503	31388	13066	9468	15243	12552	36000	82032	1240385
1998-99	Cuttack	752068	265105	--	26639	178567	33034	10258	13563	126000	470449	1875683
	Vijaywada	935631	148245	31214	31955	3813	10679	12850	5101	36000	100760	1316248
1999-2000	Cuttack	824421	269095	--	24508	143801	27740	10383	18680	136500	1120737	2575865
	Vijaywada	1026684	149955	49896	37447	2802	14734	16531	10264	36000	105173	1449486
2000-2001	Cuttack	1274299	537265	574361	37666	--	27407	13788	35667	196000	285732	2982185
	Vijaywada	1145545	384785	30128	53185	19931	14199	27340	17464	--	179123	1871700

Source : Statement of Accounts of JSS, Cuttack and Vijaywada



In the case of honorarium to instructors these percentages during 2000-2001 work out to be around 26 and 24 per cent for Cuttack and Vijaywada respectively. As per the guidelines provided in November 2000 both these Sansthans are not to spend more than rupees fifteen lakhs under the salaries head and so neither Cuttack nor Vijaywada have spent in excess of the prescribed amount.

- (b) Among infrastructure facilities building is of utmost importance. Cuttack is functioning at present in a rented building which has a total of 21 rooms out of which as many as 16 are being used as class-rooms. The Sansthan has recently purchased 8500 sq.ft. of land and they hope to have their own building one day when funds can be raised for the construction of the building.

Vijaywada is lucky that it has its own building, which consists of one big hall and 11 rooms. Out of these the Hall and 7 rooms are being used as classrooms. The Sansthan is very keen to add another floor so that the number of classrooms can be increased further as they are feeling the shortage of rooms.

Both the Sansthans have had to purchase furniture and equipment from their own resources. The JSS Cuttack for instance has about 10 computers. They, however, can manage with them since they can split the group into theory and practical classes. Same is true in the case of tailoring or machine embroidery courses. A part of the group learns theory while the other works on the sewing machines. Given the limited resources at the disposal of Cuttack and Vijaywada it is not possible for them to have

sufficient equipment. However, the equipment is of good quality and it is being put to optional use by both the Sansthans.

A number of courses require raw materials. For example cloth is needed for any tailoring course and cloth as well as thread or paints are needed for embroidery and fabric painting courses. Similarly different materials are required to make the different items in the various handicrafts. Generally the beneficiaries have to bring their own material but in cases where need be the Sansthan also provide raw material either from their own resources or by conducting the courses in collaboration with governmental or non-governmental organization who have requisite funds for a specific course.

## 2. Throughput

The aspects covered under this objective are management, programmes, collaboration and monitoring.

The Jan Shikshan Sansthans have to prepare detailed Action Plans for the entire financial year and get it duly approved by the Ministry before its grant-in-aid is sanctioned for that year. For this there is a programme advisory committee. This calls for proper management of time, personnel and resources. The Sansthans of both Cuttack and Vijaywada have been doing this efficiently over the years. In the case of Cuttack the Chairman is a retired bureaucrat and so has a strong administrative background. He keeps visiting the Sansthan regularly and has maintained a <sup>rappor</sup> report with the staff and so is fully aware of the activities and problems of the Sansthan. In Vijaywada the Chairman is a teacher by profession and since the Sansthan is involved in vocational training as well as education these

are activities with which he identifies himself. He has been holding the post of Chairman for quite some time and has seen the Sansthan develop over the years.

The staff of the two Sansthans are a dedicated lot and the Programme Officers and the Assistant Programme Officers have been working in harmony with the Director and with each other and as a result Cuttack and Vijaywada JSS could cover the rural areas as well during 2000-2001 and conduct 282 and 410 courses respectively.

In Cuttack the third phase of TLC is going on and so the post-literacy programmes have yet to be launched. However, the JSS has been collaborating with the Zilla Saksharta Samiti in conducting awareness programmes and in providing training to the Zilla Saksharta Samiti Volunteers. Vijaywada on the other hand has reached the post literacy and continuing education programmes. The Sansthan has adopted 6 mandals (blocks) for literacy within a radius of 80 kms. Of Vijaywada. Under the post-literacy programme continuing education centres (CEC) have been formulated for the neo-literates. Each CEC has a membership of at least 500 women and one is selected as a Prerak (Motivator) and her task is to initiate the process of motivation among the women. She gets Rs.300/= per month and the CEC gets some funds for having books and playing material. The CEC conducts literacy programmes as well as life enrichment programmes and the Sansthan has been actively associated in these programmes in collaboration with the Zilla Saksharta Samiti.

Among the district level government agencies these Sansthans have to work in close co-ordination with a number of officials. These collaborations are required for identification of beneficiaries, site selection in rural areas for conduct of programmes, providing infrastructure and at times financial assistance. Some of these officials are also invited to deliver various lectures.

In this way these Sansthans have been doing a good job of collaboration with the government and enjoy a good relationship.

Both the Sansthans have also been enjoying a good relationship with other non-governmental agencies as well. Cuttack for instance is utilizing their services right from preliminary survey to completion of training. They provide some experts who take lectures. The involvement of JSS Vijaywada operates on an even larger scale.

As far as the programmes are concerned, it has already been pointed out that the JSS of both Cuttack and Vijaywada have been increasing their courses and activities ever since the Jan Shikshan Sansthan came into existence. The courses include a large number of vocational training programmes and activities include awareness about education and health, etc. Details of the courses and beneficiaries have already been indicated. The courses are of long and short duration and proper course curriculum has been devised with the help of experts. In some cases the course curriculum being followed is provided by the Ministry itself. The students are properly tested and evaluated at the end of the training. In the technical courses they are tested in theory as well as practice and in such courses they are given the grade as per their performance.

All courses, which are taken up either as internal courses or external ones in the rural areas or slums, are duly monitored. The Programme Officers ensure that proper resource persons are selected to train the beneficiaries. Since at any time a number of courses are being run simultaneously and each of the Sansthans has only 3 Programme or Assistant Programme Officers, they keep visiting these centres regularly to supervise the training courses. They keep getting regular

feedback from the students in internal courses and from students as well as government officials and NGOs in the external courses and in this way a proper check is kept on the resource persons. The resource persons are aware that they are being constantly evaluated and so it is in their interest to work sincerely as that would ensure that the Sansthan takes help of their services on a regular basis. In cases where the Programme Officer is not satisfied with the performance of any resource person his or her contract is immediately terminated.

### 3. Output

In the third objective of the study we are trying to assess the immediate and ultimate output of the work done by the Jan Shikshan Sansthans of Cuttack and Vijaywada. For this we have, as already indicated, taken a five year period into consideration. It is relatively easy to assess the immediate output of these institutions. The Table 2.2 of the chapter clearly indicates as to how there has been a quantum jump in total number of courses in the case of Cuttack from an average of around 87 courses in the first four years (1996-97 to 1999-2000) to 282 in 2000-2001. In the case of Vijaywada they have been conducting a far number of courses even while functioning as a Shramik Vidyapeeth. But they too have increased their courses from an average of around 360 (between 1996-97 and 1999-2000) to 410 in 2000-2001. In the same way the total number of beneficiaries have also increased considerably in 2000-2001. If we take the entire five year period then around 8200 and nearly 31 thousand beneficiaries have successfully completed various vocational training programmes of Cuttack and Vijaywada respectively. If we take into account the numbers who have been associated with the other activities of these institutions related to awareness, etc. the numbers will be very high even for each individual year.

These courses have been conducted keeping in mind the deprived sections of the society and as a result focus has been on the women and girls, socially weak and economically less fortunate. Moreover, these programmes now also cover the neo-literates. Even from the other category literates, semi-literates and illiterates have been attending these courses. Above all each individual has his or her intellectual level. Thus, whether it is Cuttack or Vijaywada the beneficiaries have been a mixed bag. Some who were very good learners and some not so good. Consequently, the level of skill that an individual was able to acquire not only was determined by how well he was trained during the course but also by his own aptitude. Thus, the resource persons and instructors had mixed reactions about the intelligence level of the beneficiaries. Those who were bright showed their keenness to learn and improve their skills through the duration of the course. Such students would request and stay back so that they could practice even after their training period was over.

A large number of beneficiaries both male and female have not only acquired greater skills as a result of the vocational training which they have received but have either become self-employed or taken up a job. We had discussions with around 50 such people in each of the JSS. They were engaged in all sorts of professions like tailoring, embroidery, repair work of all sorts of electrical and electronic appliances, in small activities such as manufacture of agarbattis, papad and soft toys, beauticians, people who have started their pathological test laboratories, etc. Not only does this lot include males and females but also individuals from both urban and rural areas. There were also housewives who were not very serious about taking up a profession on a full time basis but they were doing this work on a part-time basis and contribution towards the income of the household. Among those who we had discussions with were individuals who were earning anything between Rs.1000/= to Rs.3000/= per month. In some cases, however,



the monthly earnings are so high that it would make any one proud. We met a young girl in Cuttack who completed her beauticians course only two years back and started her own Beauty Parlour. Today she is earning anything between 15 to 20 thousand rupees per month, she is about to expand her shop and is considered among the top beauticians in the city. Similarly, we met two ladies in Vijaywada. One learnt handicrafts and soft toy manufacturing and the other did a course on fabric painting and batik painting. Both are doing flourishing business today. These are only a few that we have named. Those who are not earning money have had the benefit of the training and are utilizing their increased skills in their day-to-day activities and also helping others in the neighbourhood.

The ultimate objective of the JSS is to have a deep impact not only on the individual but the society as a whole as a result of the courses and programmes conducted by them. These assessments are not very easy to make because it takes sometime before the positive impact of these efforts can be felt. But what is certain is that a certain degree of awareness could be felt in the people of the rural areas. We had gone to one of the rural centre under the JSS of Cuttack where young girls had undergone tailoring and handicrafts courses. The moment they heard that we had come on behalf of the Ministry they were all very eager to know whether we had come to extend any post training assistance to them. They all felt that they could put their training to good use if they could arrange for some finances and start manufacturing garments as well as items of handicraft. Such eagerness was also visualized in the case of the people in Vijaywada, who are even more enterprising. We are, therefore, sure that these efforts of the Ministry and the JSS will definitely be helpful in changing the life-style of the individual and their families and ultimately have its impact on the society as a whole.

Based on the performances of the Sansthans of Cuttack and Vijaywada, we are now rating them below. For this the key elements of input, throughput and output have been weighted as indicated by the Directorate.

**Rating of JSS Cuttack and Vijaywada**

Sl. No.	Item	Weight	Score	
			Cuttack	Vijaywada
01	Performance of JSS staff	2	6	6
02	Relevance of Programmes to the target group/local community	3	6	9
03	Participants attendance and completion of course	2	6	6
04	Adequacy and proper utilization of funds	1	2	2
05	Adequacy of infrastructure facilities	1	2	2
06	Adequacy of equipment	1	2	2
07	Regularity and performance of vocational instructors/Resource Persons	1	2	3
08	Polyvalency (Life Enrichment Education) (Variety and Integration of Courses)	4	8	8
09	Introduction of Innovative Courses	3	6	6
10	Administration including Planning, Role of Board of Management, Executive Committee, Programme Advisory Committee and Team work	2	4	6
11	Collaboration in the interest of JSS	1	1	3
12	Level of skill involved in the courses (high or low)	3	6	9
13	Duration of courses (relatively long or too short)	2	4	4
14	Participation in PL/CE programmes including training, conduct of nodal CEC(s) and CEC(s)	4	—	8
15	Impact in terms of utilization of knowledge and skills	3	6	9
	Total		61 out of 87 adjusted score = 69	83

## CHAPTER III

### ANALYSIS OF PERCEPTIONS AND VIEWS OF THE BENEFICIARIES

We undertook a primary survey of one hundred beneficiaries each from Cuttack and Vijaywada to find out from them the extent to which the vocational training received by them was useful in upgrading their skills and income and about their perception of the JSS of Cuttack and Vijaywada. We will begin our analysis by going into their background.

Although the beneficiaries were selected randomly we made an effort to ensure that it was represented by both the sexes, by people from different castes and from different types of vocational training courses. Moreover, since earlier these institutions were known as Shramik Vidyapeeths and the Jan Shikshan Sansthan has only just come into being we have given a relatively greater weightage to those who undertook training in programmes of the erstwhile Shramik Vidyapeeths of Cuttack and Vijaywada.

The background of these beneficiaries is given in Table 3.1. In the case of Cuttack males constituted 34 and females 66 in the sample and 20 per cent belonged to the SC/ST category while 25 per cent to the OBC groups. Their average age group worked out to be around 24 years and no one in the entire sample was illiterate. In fact over half the sample constituted of those who were graduates or above. Only 7 of these beneficiaries were presently unemployed. The rest were engaged in various occupations. The maximum number of our sample were tailors in Cuttack and were closely followed by mechanics doing electrical or electronic repair work. These individuals were concentrated in the lowest income group of upto Rs.2000 per household per month.

Table 3.1 : Background of the Beneficiaries

Background of Beneficiaries		JSS Cuttack	JSS Vijaywada
1. Total Number of Beneficiaries		100	100
2. Sex	Male	34	59
	Female	66	41
3. Caste	General	49	33
	Muslims	6	12
	SC/ST	20	24
	OBC	25	31
4. Age Group (Years)	Below 18	4	1
	18 – 20	20	25
	21 – 25	51	35
	26 – 30	18	24
	31 – 40	6	14
	41 +	1	1
5. Average Age of Beneficiaries		24	25
6. Marital Status	Married	12	38
	Unmarried	87	62
	Widow/Widower	1	–
7. Educational Level	Illiterate	–	–
	Literate – can Read & Write	–	8
	Upto Class IV	1	–
	V to IX	12	30
	High School	22	37
	Intermediate	13	10
	Graduate and Above	52	15
8. Occupation	Tailor	25	20
	Computer Operator	13	1
	Typist/Stenographer	4	–
	Electrical/Electronic Mechanic	20	38
	Craftsman	8	8
	Pathological test	–	8
	Beautician	4	2
	Hotel Services	–	2
	Motor/Scooter repair Mechanic	–	2
	Miscellaneous	19	15
	Unemployed	7	4
9. Income (Rs. Per month per Household)	Upto 2000	69	35
	2001 - 2500	3	16
	2501 – 3000	11	27
	3001 – 4000	3	13
	4001 – 5000	9	4
	Above 5000	5	5
	Average Household Income (Rs.)	2143	2461

In the case of Vijaywada, on the other hand, males constituted 59 per cent of the sample. As far as caste-wise break-up is concerned they were nearly an equal number from the OBC and general population. Nearly one-fourth were SC or ST and the rest were Muslims. The average age of our sample worked out to 25 years. Here too none were illiterates and their maximum number constituted of those who had studied upto High School (37 per cent) and were followed by those who had studies between Class V and IX. In this sample the highest percentage were Electrical or Electronic Mechanics by profession (38 per cent) followed by tailors. Slightly over one-third of our sample were from the lowest income group and was followed by those whose households were in the income group Rs.2501-3000 and the overall average household income worked out to be Rs.2461.

The details of training received by the beneficiaries of our sample are given in Table 3.2. Among the beneficiaries of Cuttack nearly 60 per cent are those who took the training when the institution was called Shramik Vidyapeeth and out of them there were 60 per cent beneficiaries who had taken more than one training. Training had been spread over the years 1996 to 2001 and main concentration was in the latest year. As far as the duration of training is concerned highest concentration was in the duration 31 to 90 days (39 per cent) and was closely followed by 91 to 180 days (35 per cent). The three most important training programmes among our beneficiaries were tailoring, electrical/electronic repairing and computer.

Table 3.2 : Details of Training Received by the Beneficiaries

Details of Training		JSS Cuttack	JSS Vijaywada
1. Total No. of Beneficiaries		100	100
2. Training Received from	(a) Shramik Vidyapeeth	58	62
	(b) Jan Shikshan Sansthan	42	38
3. Received Training more than once	(a) Yes	60	16
	(b) No	40	84
4. Year of Receiving Training	(a) 1996	12	8
	(b) 1997	6	9
	(c) 1998	11	17
	(d) 1999	22	15
	(e) 2000	19	14
	(f) 2001	30	37
5. Duration of the Training (Days)	(a) Upto 10 days	10	16
	(b) 11 – 30	11	36
	(c) 31 – 90	39	20
	(d) 91 – 180	35	24
	(e) Above 180	5	4
6. Type of Training	(a) Tailoring/Dress Designing/Wool knitting	27	25
	(b) Computer	17	1
	(c) Typing/Stenography	6	–
	(d) Electrical/Electronic Repairing	20	41
	(e) Handicrafts	8	5
	(f) Pathological lab testing	–	7
	(g) Beauty and Health care	4	2
	(h) Hotel Service	–	2
	(i) Motor/Scooter repairing	–	2
	(j) Miscellaneous	18	15

Even in the case of Vijaywada slightly over 60 per cent of our sample constituted of beneficiaries dating back to the Shramik Vidyapeeth days. This similarity is because we had taken a purposive sample. However, in the case of Vijaywada very few beneficiaries had undertaken more than one training course. Only few of the beneficiaries could be located from those who had received training in 1996 or 1997. There were almost a similar number from each of the years 1998, 1999 and 2000 and the highest representation (37 per cent) was from the latest year. In the case of Vijaywada the highest percentage of the sample was found among those who had taken a vocational training whose duration ranged between 11 to 30 days. The two most important training courses



of this JSS were electrical/electronic repairing and tailoring and 41 and 25 per cent of our sample respectively were from these two courses.

The views of the beneficiaries in our sample about the benefits received by them from the training are highlighted in Table 3.3. As far as Cuttack is concerned only 13 of the total beneficiaries were employed even before they undertook a vocational training course. Only two beneficiaries feel that no perceptible change has resulted in their condition as a result of their training. Of the remaining 98 we have multiple response about the nature of benefit. As many as 55 responses are that both their level of skill as well as incomes have gone up. Those who feel that only a change has come about in their level of skill acquired constitute 43 responses. It is, therefore, quite obvious that in the case of over 60 beneficiaries the income levels of their households have gone up. This can be brought out best if we place the new income groups of households besides the initial ones:

Income Group	Before Training	After Training
Upto 2000	69	51
2001 – 2500	3	1
2501 – 3000	11	15
3001 – 4000	3	9
4001 – 5000	9	11
Above 5000	5	13

It is quite obvious that total households from the lowest income have reduced to 51 from 69 and similarly there are changes in the remaining income groups as well. As a result the average household income has gone up from Rs.2143 to Rs.3131 per month. When we look at the economic condition of those 13 beneficiaries who were employed before training we found that they were getting around Rs.500 per month earlier and now they are earning around Rs.1800 per month.

Around 55 per cent of our beneficiaries were not satisfied with the duration of the training courses, which the JSS Cuttack is conducting. These beneficiaries represent both short as well as long duration courses. However, they were not very rational in determining the increased number of days for each type of training so their responses showed a lack of proper understanding. But some beneficiaries were more understanding and the increased duration suggested by them is more rational.

When we analyze the same information of Table 3.3 for the beneficiaries of Vijaywada it is observed that only 9 of the total beneficiaries were employed before receiving training and all are happy that they have benefitted from their training in one respect or another. In the case of Vijaywada we do not have multiple-responses and around three-fourths of the sample claim that both their skill and incomes have gone up as a result of the vocational training which they have received. Here also we will see the household income in the pre and post training period and this is being provided below:

Income Group	Before Training	After Training
Upto 2000	35	11
2001 – 2500	16	9
2501 – 3000	27	11
3001 – 4000	13	32
4001 – 5000	4	20
Above 5000	5	17

The figures presented above clearly show the shift in the households from the lower to the higher income groups. As a result of this shift to higher levels of income the average household income has gone up from Rs.2461 per month to Rs.4053 per month. Here if we look at those 9 beneficiaries who were employed before training, their incomes were around Rs.550 per month and these have gone up to around Rs.1100 per month thereby indicating that incomes have nearly doubled after receiving vocational training.

In the case of Vijaywada none of the beneficiaries showed any disagreement as far as the duration of the different vocational training courses and all were fully satisfied (Table 3.3).

Table 3.3 : Views of the Beneficiaries about Benefits of Training

Details of Training		JSS Cuttack	JSS Vijaywada
1. Total No. of Beneficiaries		100	100
2. Were you employed before training	(a) Yes	13	9
	(b) No	87	91
3. Have you benefitted from the training	(a) Yes	98	100
	(b) No or No change	2	—
4. If Yes, in what way	(a) Have acquired skill	43	2
	(b) Income has increased	6	22
	(c) Both skill and income increased	55	76
5. Income group of Households after training and receiving employment (Rs. Per month)	(a) Upto 2000	51	11
	(b) 2001 – 2500	1	9
	(c) 2501 – 3000	15	11
	(d) 3001 – 4000	9	32
	(e) 4001 – 5000	11	20
	(f) Above 5000	13	17
	Average Income of the Household (Rs. p.m.)	3131	4053
6. Is the duration of training enough	(a) Yes	45	100
	(b) No	55	—

We asked the beneficiaries to express their views about the Jan Shikshan Sansthan by way of facilities, quality of training, the instructors and the selection procedure. All this information is presented in Table 3.4. As far as the opinion of these beneficiaries is concerned, they have had a high opinion of these Sansthan. In the case of Cuttack 74 per cent beneficiaries have rated the facilities as good, 80 per cent feel that the quality of training is good and according to 88 per cent beneficiaries the instructors who take the different classes are qualified and teach well. Similarly, 98 and 100 per cent beneficiaries are fully satisfied with respect to selection procedure and fairness in selection.

The results of Vijaywada are better still. Those who feel that the facilities offered by the Sansthan are good constitute 85 per cent of the total sample. Similarly 94 per cent

are highly satisfied with the quality of training provided as well as the manner in which the different instructors have been imparting training to the beneficiaries. The beneficiaries are equally satisfied with the way the selection procedure has been drawn up and also that the final selections are done in all fairness.

It may be pointed out that Cuttack JSS does not have its own building but the rented building has sufficient space to cater to its needs. Things will improve still further once their own building is constructed. Vijaywada is lucky to have their own building and they have plans to add one more floor so that they can have even more space in future.

Table 3.4 : Opinion of Beneficiaries about Facilities of the Jan Shikshan Sansthan

Views of Beneficiaries		JSS Cuttack	JSS Vijaywada
1. Facilities of the JSS	(a) Good	74	85
	(b) Average	26	15
2. Quality of Training	(a) Good	80	94
	(b) Average	20	6
3. Quality of Instructors	(a) Good	88	94
	(b) Average	12	6
4. Selection Procedure	(a) Good	98	95
	(b) Average	2	5
5. Was the selection Fair?	(a) Yes	100	100
	(b) No	—	—

The last aspect in our interview schedule for the beneficiaries was to have an idea about their perception of the scheme of JSS and their suggestions related to the scheme. The responses, which we received, have been tabulated and presented in Table 3.5. We will take up the analysis separately for Cuttack and Vijaywada as has been done so far.

As far as the beneficiaries of JSS Cuttack are concerned 14 per cent feel that there is a need to bring about some change in the existing courses of the Sansthan. Their main focus is on improving them still further by adding more advanced courses. For example,

the software in the computer application field keeps improving. New packages are introduced and the old ones become obsolete. The JSS is presently unable to keep pace with this rapid change. The remaining respondents have suggested new courses such as videography. In Table 3.4 26 per cent respondents had felt that the facilities provided by the Sansthan were average. They feel that the shortcomings can be removed by providing better tools and implements for the practical classes and extra classrooms.

Table 3.5 : Perception and Suggestions of Beneficiaries

Issues		JSS Cuttack	JSS Vijaywada
1. Is there any need to change the course	(a) Yes	14	1
	(b) No	86	99
2. If yes, the type of change needed	(a) Advanced Courses to improve old ones	10	—
	(b) Introduce new course	4	1
3. Improvements in the facility of JSS	(a) Better tools and Implements	19	10
	(b) Extra Classrooms	17	5
4. Does the JSS provide help after training	(a) Yes	27	26
	(b) No	73	74
5. If Yes, what type?	(a) Development guidance	23	6
	(b) Help in getting financial assistance/loans	1	7
	(c) In placement	—	7
	(d) Arranging yearly exhibition	1	1
	(e) Help in getting licence/registration	2	2
	(f) Help in marketing	—	3
5. Should you get any help from the government	(a) Yes	62	53
	(b) No	10	40
	(c) No Response	28	7
6. If Yes, what help?	(a) Financial Assistance	48	50
	(b) Marketing Assistance	1	1
	(c) Job Opportunities	10	2
	(d) Technical Help	1	—
	(e) Provide machines/implements for self-employment	2	—

Out of the total sample 27 per cent have replied that the Sansthan is providing assistance even after training and the single most important aspect covered under post-training assistance is in the field of development guidance. Some other areas of help are providing guidance for financial help and registration and arranging yearly exhibitions.

As many as 62 per cent respondents feel that the government should provide post-training assistance. The single most important aspect is financial assistance, which will help them in becoming self-employed. The next most important expectation is provision of job opportunities. Other areas of help suggested are marketing and provision of machines and implements.

In Vijaywada there was a single respondent who expressed the opinion that there was any need for a change in the courses. He felt that a new course be introduced on computer application as Vijaywada are not offering this facility. In the previous table (Table 3.4), 15 per cent respondents felt that the facilities of the Sansthan were average. Of these the majority wanted improvement in the tools and implements while the rest wanted an increase in the number of classrooms. Their wish will be granted as soon as the Sansthan is able to add one more floor to their existing building. They are also planning to purchase new tools and implements.

In the views of the respondents 26 per cent have stated that the JSS is providing post-training assistance to them. The area of help in case of Vijaywada is more varied as compared to Cuttack. It includes development guidance, assistance in obtaining credit, assistance in placement in jobs and in marketing.

Around half the respondents (53 per cent) feel that the government should step forward in providing the trainees some help if the scheme is to become fully successful. As many as 50 out of the 53 respondents are in favour of being provided financial



assistance of some nature which would provide the foundation for helping them to become self-employed.

To sum up, therefore, it may be said that although the beneficiaries are generally satisfied with the Jan Shikshan Sansthan and the scheme, there are some areas where improvement is desirable.

## CHAPTER IV

### MAIN FINDINGS AND POLICY RECOMMENDATIONS

The old scheme of Shramik Vidyapeeth, which began way back in 1967, was re-named as Jan Shikshan Sansthan in April, 2000, by the Directorate of Adult Education, Government of India, New Delhi. The JSS is conceived as a centre of continuing education for adults in the non-formal sector. Its objectives are to offer the relatively disadvantaged groups programmes of polyvalent education and to provide academic and technical resource support to the Zilla Saksharta Samitis.

The Directorate of Adult Education approached some research institutions to evaluate the working of some specified Jan Shikshan Sansthans on the basis of the work done by them between the years 1996-97 and 2000-2001. The Giri Institute of Development Studies was asked to undertake the evaluation of the Sansthans of Cuttack (Orissa) and Vijaywada (Andhra Pradesh). The work was initiated in July 2001 and evaluation was conducted on the basis of guidelines provided by the Directorate of Adult Education. The three main objectives around which the evaluation centres are input, throughput and output. The main findings of the study are being outlined below. This will be followed by suggestions and policy recommendations based on the findings. Besides this the two Sansthans will also be rated as per the guidelines of the Directorate.

#### **Main Findings Emerging from the Study**

- (i) Both the JSS were set up in 1985 and fall in Category 'B'. They are both independent registered societies and have a present staff strength of 14 employees each. However, the JSS Cuttack was initially attached to a NGO and was located in Paradeep. It became independent in 1990 and shifted location to Cuttack in 1992.

- (ii) In the initial four years under our survey JSS Cuttack was conducting on an average 80-90 courses but in the year 2000-2001 the number of courses shot up to 282.

Vijaywada on the other hand had been handling around 360 courses per year between 1996-97 and 1999-2000 and so the increase to 410 in 2000-2001 does not appear to be exceptional.

- (iii) As a result of these vocational courses large number of beneficiaries benefit every year. During 2000-2001 for instance there were 3394 beneficiaries in Cuttack and 9118 in the case of Vijaywada.

Besides these courses these JSS conduct other activities such as awareness campaigns of education and health and hold various functions and the number who participate in them is very high.

- (iv) The JSS scheme expects that the Sansthans will look after the interest of women, the socially weak and economically deprived sections of the society. Keeping this directive in mind the proportion of female to total beneficiaries was 81.85 per cent during 2000-2001 and that of SC, ST and OBC group 38.13 per cent. The corresponding percentages in the case of Vijaywada were 80.54 and 51.72 per cent respectively. Similarly, out of the total beneficiaries 70.39 and 99.16 per cent belonged to the lowest income group of upto rupees 2000 per month in Cuttack and Vijaywada respectively.

- (v) The duration of vocational training courses varies between only a few days to upto one year depending on the nature of the course and its requirement. In the case of Vijaywada the focus has been a short duration courses over the entire five year

period. In Cuttack, however, the focus between 1996-97 to 1999-2000 was mainly on courses having a duration of one to three months. But in 2000-2001 it has also concentrated on the short duration courses and the share of short duration courses (below one month) were as high as 58.86 and 62.19 per cent respectively in the case of Cuttack and Vijaywada.

- (vi) In order to meet the cost involved in conducting the different vocational training courses the JSS have been given the liberty by the Directorate to charge a suitable fee. The fees are fixed according to the nature of the course, its duration and requirements. The fee structure, therefore, ranges between Rs.100 to Rs.5000 in the two Sansthans as far as internal courses are concerned.

As far as courses in rural areas and slums is concerned Cuttack is charging very nominal fees but Vijaywada is providing the vocational training free.

It was observed that collection from fees alone was to the tune of Rs.6.99 and Rs.5.53 lakhs during 2000-2001 in the case of Cuttack and Vijaywada respectively.

- (vii) When we analyzed the aspect of inputs it was found that both the JSS has qualified and efficient staff and resource persons. Even both Directors are highly qualified and have years of experience and so courses are planned and conducted smoothly. Course and curriculum is well chalked out either with the help of experts from the relevant field or on the basis of course curriculum provided by the Directorate itself. As already indicated, due weightage is given to the target groups in beneficiary selection.
- (viii) Since both the Sansthans are conducting so many courses involving a large number of beneficiaries, it is at times felt that infrastructure facilities are not in

tune with the actual requirement. However, the Sansthans have been managing without too much difficulty because each course has a duration of two hours and after one course is over the class is utilized by the trainees of the next course. In this way, the space, furniture and implements are being put to optimal use.

- (ix) With respect to throughput the management aspect is well looked after. The Chairman of both JSS are active and keep in touch with the staff on a regular basis. The team work between the Director and the Programme Officers and Assistant Programme Officers is harmonious.

Co-ordination with government offices in the case of Cuttack is showing signs of improvement since 2000-2001. It is bound to improve once the post-literacy and continuing education programmes are introduced. In the case of Vijaywada this relationship is very good.

Good relationship exists in both the JSS with the local NGOs and other offices and this helps in the planning and smooth conduct of different courses and activities.

The courses conducted are properly monitored by the JSS of both Cuttack and Vijaywada. The Programme Officers keep inspecting these programmes themselves and also get feedback from the beneficiaries as well as other officials of the area. Resource Persons whose work is not satisfactory are removed.

- (x) **Output** – A large number of beneficiaries gain every year by taking up different vocational training programmes. The number of those who attend the different activities is higher still. Through these activities the Sansthans of Cuttack as well as Vijaywada have been successful in spreading awareness about education, health and various other aspects.

Quite a large number of beneficiaries, who have undertaken the vocational training courses over the years are presently enjoying the status of self-employed individuals or are gainfully employed. This is found not only in urban areas but in rural areas as well. Moreover, these people come from the fairer sex, as well as the socially and economically deprived sections of the society. This has positively affected the levels of household earnings. Even if people are not working to earn money they are utilizing their new skill in their own household or in helping others.

The impact of these changes in income and general awareness have already started trickling in but will take some time before the change can be felt in a big way since the JSS scheme is barely one year old.

On the basis of their performances the two JSS were rated keeping in mind the directives of the Directorate of Adult Education. Cuttack has scored 69 points while Vijaywada scored 83.

### **The Strengths and Weaknesses of the two JSS**

Based on the analysis of the primary and secondary information collected by us from these two Sansthans and discussions which we held with the staff of the JSS, government officials and other individuals some points of strength and weakness emerge in the JSS of Cuttack and Vijaywada. Their strength may be those areas for all other JSS to emulate while weaknesses would indicate those aspects where improvements are desirable.

Starting with the strengths of the two Sansthans we found some common points in both Cuttack and Vijaywada and so we will take them up together.



- (i) Both the Sansthans have a very competent and qualified combination of Directors and Programme Officers. The present Directors are not only qualified but have years of experience working in this field as they began their careers in the respective JSS (or another JSS) as Programme Officers themselves. Even the Programme and Assistant Programme Officers are qualified, hardworking and dedicated individuals who take their work seriously. The Directors of both Sansthans have faith in their officers and so they work as a cohesive unit. Even the support staff extends all possible cooperation, which leads to success of the different programmes.
- (ii) Since these institutions have been working for quite a few years and have been doing good work, they have earned a level of respectability and they no longer need to advertise their courses. The prospective candidates automatically get attracted to the Sansthans and get themselves enrolled in the different courses.
- (iii) Course and curriculum have been drawn up after due consultation with experts from the relevant fields, proper selection is also being made of the resource persons and in courses which are technical, adequate stress is laid on theory as well as practical aspect. Consequently, those who take up the course seriously enhance their skills and many have become self-employed individuals or have obtained gainful employment.
- (iv) Both Sansthans enjoy a good relationship with their Chairman and some Board members and this also helps the Sansthans in their smooth functioning.
- (v) Their relationship with the government departments is also good and this is witnessed in the conduct of the programmes. Some departments assist in conducting courses, others in providing space to conduct courses while the officials of others regularly deliver lectures to the beneficiaries in different courses and activities.

Besides these points, the Jan Shikshan Sansthan, Vijaywada has some more plus points. Over the years Vijaywada has developed a wonderful rapport with government departments, semi-government departments, NGOs and other institutions and a large number of collaborative programmes have been successfully undertaken and completed.

Vijaywada by virtue of its own popularity and as a result of the collaborative programmes has been attracting a lot of media attention. This sets into motion a chain reaction and adds to the popularity of the Sansthan. They keep getting demands from increasing number of agencies for more collaborative programmes. However, in these programmes the Sansthan does not make any compromise as far as the quality of the programme is concerned even if the funds are provided fully by another agency.

The Sansthan has drawn up a novel scheme of getting its beneficiaries in technical courses attached with shops in Vijaywada doing similar work. For example, students undergoing the TV repair course not only attend theory and practical classes within the Sansthan but get attached with some TV repair shop where they gain actual practical experience repairing TV sets which are out of order. Some of these apprenticeship trainees are even paid a nominal stipend by the shop owner because they act as a helping hand to them. Before these beneficiaries are given their certificates on successful completion of a course they have to furnish a certificate from shop owner where they had worked as an apprentice.

As a fall out of this apprenticeship scheme many beneficiaries are successful in obtaining a regular job once their training is over. This may be called some sort of a placement scheme although the Sansthan does not make any such promise, nor it is true that all trainees get a job.

The strength of JSS Vijaywada in fact lies in the fact that it has consistently been conducting such a large number of courses. In the year 2000-2001 it conducted a total of 410 courses while in the four years prior to it, it had been doing around 360 courses per annum. There are only very few Sansthans which undertake such a large number of courses on a yearly basis.

Yet another aspect on which Vijaywada has been paying great attention is some sort of follow up programme. Since the past 10 years or so it has been organizing Mahila Mahotsava. It is an annual feature during which articles made by the ladies are displayed in a Hall and are put up on sale. This eases the marketing problem and the ladies earn from this exhibition. For some years they have also been rewarding a lady for doing outstanding work and this works as an incentive for others. Besides this the Sansthan has constructed a 32 shop complex in the industrial area where women entrepreneurs are given these shops on rent. JSS Vijaywada has helped ladies to form a co-operative society and launch a Mahila Bank with an initial capital of Rs.2 lakhs. Besides this, the Director and Programme Officers are always cooperating with beneficiaries who come to them for assistance and guidance whenever any beneficiary is desirous of becoming self-employed. The Sansthan has also done very good work in the continuing education centres.

As far as weakness of these Sansthans is concerned, the list is fortunately not lengthy. Two points emerge which are common to both Cuttack and Vijaywada.

- (i) Both are short of classrooms. This is even more so in case of Vijaywada. Hopefully the problem will be taken care of when Vijaywada construct an additional floor and in Cuttack when they construct their own building.
- (ii) The second aspect is the fact that there is no way to ascertain the income of beneficiaries. Both Sansthans accept the household income information provided

by the individual trainees. In the case of Vijaywada, therefore, the share of beneficiaries belonging to the lowest income group over the last three years has ranged between 96 and 99 per cent.

Then there are some aspects, which are specific only to Cuttack. To begin with they are not as efficient as Vijaywada in their collaborative programmes. As far as collaborating with the government is concerned, they are skeptical of the fact that once they undertake such collaborative courses there will be undue pressure from the government. This is one area where improvement is desirable. If they can achieve success in this field then possibly they too will be able to stop asking the rural trainees to pay course fees. Hopefully this problem might end once they have to work in greater co-ordination with government offices such as the Zilla Saksharta Samiti when the post-literacy and continuing literacy schemes come into operation.

Yet another area where Cuttack should improve is the rigidity which they have adopted about taking course fees. The beneficiaries have to pay the fees in one instalment before the course begins. As already indicated, some courses are expensive and the trainees represent a cross section of society. Thus, those who are relatively poor find it difficult to afford one time payment. They argue that fees may be paid in suitable instalments.

Cuttack also needs to take a leaf out of the Vijaywada book and seriously think of initiating suitable follow up schemes, which will be beneficial to those individuals who have successfully completed some vocational training course.

## Recommendations

- (i) It is quite obvious from the strengths of the Jan Shikshan Sansthan indicated above that the key to the successful functioning of a JSS lies in having a team of dedicated staff. Thus, all JSS must ensure that they employ qualified, experienced and hardworking individuals who work in close co-ordination with their Director.
- (ii) The success and popularity of a JSS is also positively co-related to a proper course curriculum being adopted and conducted by a set of knowledgeable resource persons (trainers). As far as course curriculum is concerned, the Directorate has started circulating properly formulated course curriculum. It is upto every JSS to follow them properly and utilize services of those resource persons who are experts in their field.
- (iii) As long as these institutions were functioning as Shramik Vidyapeeth their area of operation was confined to within the urban limits of the town/city of location. However, they are now operating on a much broader canvas and the entire district is being covered. This, therefore, is the big challenge for each JSS, as they can not afford to neglect any area. This is possibly where the scheme of collaboration plays such a crucial role. All the JSS must aim at establishing proper linkages with the different governmental and non-governmental organizations for the smooth functioning of their courses particularly in the rural areas. This is one of the strengths of Vijaywada and is possibly the reason why they are able to run courses in rural areas without charging any fees from the beneficiaries.
- (iv) The procedure of asking beneficiaries to get attached to some establishment where they can get practical training along with the theory and practical classes of the JSS is yet another aspect which must be adopted by all JSS. Such practical

training has a distinct advantage. For example, in the TV repair course the trainees see before them a TV set and the resource person explains the circuit and how the components can be replaced when required. But in the TV repair shop these trainees are actually faced with out of order TV sets. The flow has first to be detected and then corrected. Yet another advantage of this arrangement is that many persons have been employed by the owners of those establishments where they had received their practical training.

- (v) Last but not least, follow up measures are a key factor, which facilitates the success of any scheme. The beneficiaries of the SS are mainly from the deprived section of the society. If they are to take up self-employment by starting the work in which they have acquired the requisite skill, their main problem is paucity of financial resources, non-availability of a shop or shed, problems of marketing, and even lack of entrepreneurial acumen.

Vijaywada has done a wonderful job in this field by taking a number of measures. Some of the important measures are : (a) the annual exhibition known as Mahila Mahotsav; (b) launching of the Mahila Co-operative Bank; (c) Construction of 32 shops which are given on rent to those who want to set up their own establishment; (d) their close association with SIDBI, Co-operative Bank and other agencies, which provide all sorts of help from time to time; (e) assistance in getting registration; and (f) providing entrepreneurship development training. These are some steps which all the JSS can take keeping in mind their own requirements. It is not necessary that all schemes be followed in toto.

- (vi) In the context of conducting courses in rural areas the JSS are facing two types of problems. The first relates to availability of competent resource persons. Thus,



these JSS have to utilize the services of those resource persons who are conducting their internal courses. The other problem relates to machinery and equipment, which is required to run the long duration courses. This equipment is at times heavy and difficult to transport from one place to another. Even when they are not very heavy say sewing machines, it is not possible to provide sufficient sewing machines in all the centres simultaneously. To meet this sort of a problem a nodal rural centre may be developed which can cater to two or three adjoining blocks. In the internal courses the students have been attending regularly from upto 60 kms. These nodal rural centres therefore should be appropriate for those living within a radius of around 20-25 kms. In this way the same resource persons as well as appliances will be sufficient for the conduct of more than one course.

- (vii) JSS Vijaywada has submitted a proposal for a Mobile Training Unit. This would include a van equipped with teaching and learning material and then courses of short duration could easily be conducted covering even the remote areas. The Directorate could take this issue seriously.
- (viii) The resource persons are being paid a very nominal amount of Rs.50 or Rs.60 per lecture. Keeping in mind the price index, it is time that these rates be suitably revised.
- (ix) Keeping in mind the fact that the area of operation of the Sansthans has gone up considerably, these JSS genuinely need a staff of 4. Programme/Assistant Programme Officers. The courses are simultaneous being conducted at the centre and in a number of rural areas. It, therefore, becomes quite difficult for the staff to monitor the programmes effectively. The Directorate has clearly stated the amount, which these JSS can spend on the salary head. It is, therefore, suggested

that the amount of money on the salary head may be increased to accommodate the services of another Programme Officers or Assistant Programme Officers.

- (x) It is a generally accepted fact that the success of any scheme lies in having a properly thought of follow up programme as well to back up the original scheme. In the case of JSS, however, there is at present no follow up programme at all. The scheme envisages skill upgradation of the deprived sections so that they may be self-employed. Since a large section of beneficiaries do come from the deprived group they are unable to obtain loans, do not know how to market their products and a large number of them are not even enterprising enough to start their own establishment even if they have funds. It may not be possible to offer financial assistance to all the beneficiaries by the government. However, the JSS can be given a fixed amount of money, which they can then distribute to the beneficiaries as loan. The JSS will not only provide loan but also ensure its repayment on a nominal interest. And this amount can thus be utilized to assist the beneficiaries to stand on their own feet.

In fact Vijaywada has been able to set up a Revolving Fund with the help of UNICEF, the Municipal Corporation and its own development fund. For this fund the JSS is giving loans of Rs.10,000, which have to be repaid in 10 equal monthly instalment with an additional Rs.10 per month as service charges.

- (xi) Some of the course curriculum prepared by the Directorate does not suit some individual JSS keeping in mind the requirement of the local people. For example, in some courses the time duration is not appropriate. JSS Cuttack has pointed out that the ladies are not interested in the health care courses. Similarly, in the Dress

Designing Course some designs do not suit the local needs. Thus, they want to be given the liberty to make suitable adjustments wherever they are required.

- (xii) The certificates, which the JSS are providing to its trainees are not given recognition by the Employment Exchange. Thus, the individuals face problem of getting employment in the government jobs. Since the Directorate is now designing the technical courses its quality is beyond doubt. It is, therefore, desirable to take up the necessary steps to ensure their recognition.
- (xiii) Various government departments are running their development schemes on their own. Since the staff of the JSS has developed expertise over the years in the conduct of such schemes, the JSS may be involved actively in their implementation. Moreover, there are some government schemes in operation where the beneficiaries are being provided kits and other assistance. The JSS is also conducting similar schemes but it does not have finances to offer similar assistance. Thus, if such development programmes are conducted jointly by the government and JSS it will avoid duplication of work and also ensure smooth functioning of the programmes.
- (xiv) There is a need to run regular orientation programmes for the Programme Officers and Assistant Programme Officers so that they may be kept abreast with the latest techniques.
- (xv) The grant-in-aid to the JSS must be released on a regular basis to ensure their smooth functioning. Any undue delay in receipt of grant-in-aid affects the on-going programmes. At times even the payment of staff salaries becomes a problem.

- (xvi) All the newly formed Jan Shikshan Sansthan have been provided a one time non-recurring grant of Rs.15 lakhs for purchase of different types of equipment, such as, vehicle, computers, photocopier, fax machines, etc. Besides this they have also been sanctioned a grant of Rs.20 lakhs towards construction of building. At that time even the old JSS were promised that this amount would be released to them as well. However, the payment has not been received so far. Once this is received these JSS will be able to overcome their problems related to infrastructure.
- (xvii) According to the rules laid down the JSS is not entitled to purchase a vehicle out of the non-recurring grant. However, since the JSS have to cover the entire district, the need for a second vehicle is very genuine. In such cases the rules should be relaxed.
- (xviii) It is essential that all the JSS must have similarity in their pay scales. In some of the new JSS the Directors are drawing upto Rs.25000 per month and also availing other facilities while the Programme Officers are being kept on rather low salaries. In such cases it is doubtful as to how far the staff will work honestly and diligently. Moreover, all the JSS must also have a set of properly formulated Service Rules. This would remove the anomalies, which exist between the different JSS.
- (xix) Under the existing system only those Sansthans which are located in metropolitan cities fall in category 'A'. The mere location of these Sansthans should not be the sole criterion for placement in Category 'A'. Work performance of a JSS reviewed over the past 3 or 5 years should be taken into consideration and all the JSS who have done quality work must be rewarded by being shifted to Category "A". This will provide the necessary incentive to other JSS to work hard and more

upward in the next higher category. The need for this has arisen more so because the area of activity is no longer the urban limit but the entire district.

To sum up it may thus be said that the scheme of Jan Shikshan Sansthan has been drawn up keeping in mind improvement in the quality of life and well being of the disadvantaged group as well as the neo-literates by providing them vocational training so that they may become self-employed or seek employment. The study of the Jan Shikshan Sansthans has clearly revealed that the scheme has been successful in achieving this objective and so the efforts of the government and these JSS need to be given due credit. The study has come out with suggestions, which, if incorporated, may prove beneficial in making the scheme more efficient.